NC STATE UNIVERSITY

2024–2029

Quality Enhancement Plan

Packways: Learning By Doing

The Quality Enhancement Plan (QEP), an integral component of NC State University's Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation of Accreditation process, reflects and affirms a commitment to overall institutional quality and effectiveness, with a focus on student learning and student success.

NC State's QEP topic selection process reflected broad input from all campus constituencies, and the university community had many opportunities to learn about the planning of the QEP. More importantly, there was widespread engagement in the development of the plan, including opportunities for the university community to offer feedback, participate in its activities and partner with the QEP team.

The QEP topic that we have selected, PackWays: Learning by Doing, is in alignment with the university's strategic plan, Wolfpack 2030: Powering the Extraordinary, and its number one goal to equip and empower students for a lifetime of success and impact. The selected topic also aligns with goals three, four, six and seven.

Our QEP is an opportunity to provide students with relevant, lifelong learning opportunities to assist in their personal and professional development of skills. Packways is a means of informing and involving more students in student success opportunities we call high impact experiences (HIEs). Participation in HIEs has a proven effect on students' critical thinking, career readiness, rate of engagement and self-actualization. Packways is also a community of practice that collaborates to better prepare NC State students to serve North Carolina, the nation and the world.

Our vision will set students up for a lifetime of success by enhancing their academic and personal lives, signifying a transformational shift in the way the university engages with them. The entire NC State community will be stronger because of the ways in which the QEP is carried out.

Developing, implementing and evaluating Packways requires financial resources and institutional support. NC State is prepared to provide both in order to ensure Packways is successful. Chancellor Woodson and I, along with leadership across campus, are fully committed to supporting Packways in every way we can.
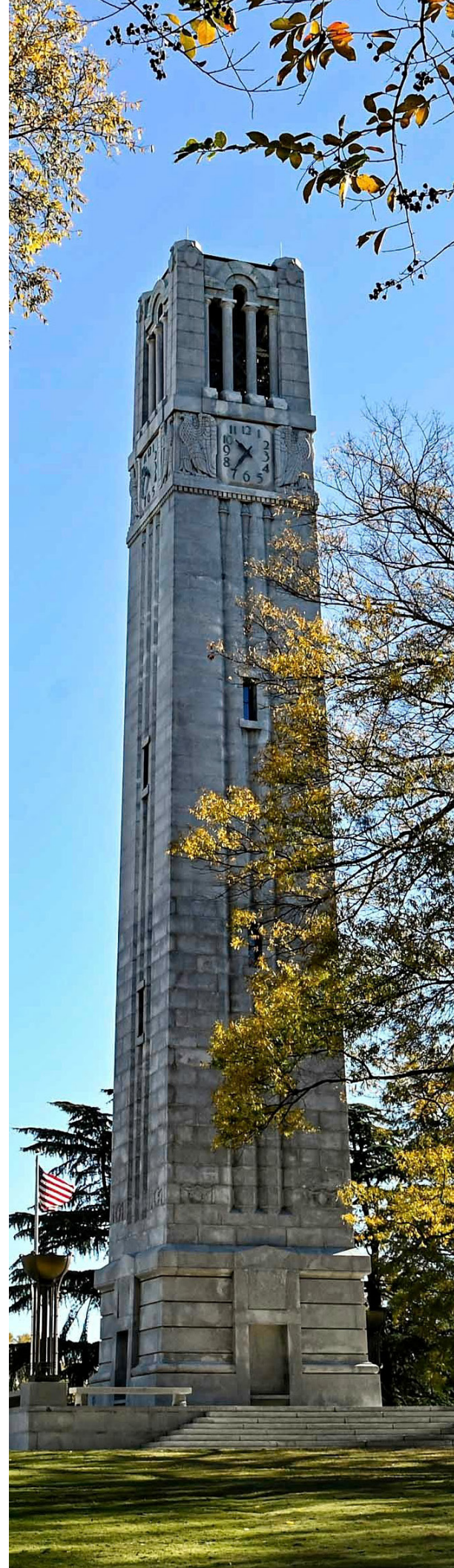
Sincerely,

Warwick Arden
Executive Vice Chancellor and Provost

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Executive Summary

We have chosen the terminology High-Impact Experiences (HIEs) to highlight student experiences encompassing both experiential learning and high-impact practices (HIPs). These activities provide proven benefits to university students from critical thinking to career readiness, and from confidence to self-actualization. To quote Goal 1 from Wolfpack 2030, the current NC State strategic plan, HIEs are integral to empowering "students for a lifetime of success and impact." Further, research demonstrates that students who engage in HIEs early in their collegiate life will build more HIEs into their college careers, accrue more of the above benefits, and embrace life-long learning.

NC State offers our students a rich tapestry of these experiences. However, we do not consistently provide our students accessible messaging about the value of these experiences, nor equitable guidance on how to access and select those experiences that best match their personal and professional goals and academic trajectory while also balancing personal, academic, and professional commitments. We can also do more to help students cultivate a sense of belonging and value in these experiences through structured reflection and mentoring. Finally, we do not currently systematically track students in all HIEs, nor do we yet possess a community of practice that allows faculty, mentors, and advisors the opportunity to learn about best practices and apply industry norms. NC State will address these issues with our Quality Enhancement Plan (QEP) – Packways: Learning by Doing, referred to herein as "Packways."

To ensure the highest quality learning experiences for NC State students, at the conclusion of Packways, NC State students will have:

- Had access and clear pathways to consistently high-quality HIEs beginning in their first semester.
- Gained better understanding of the value of these experiences as key components to achieving their personal and professional goals.

What is a **Packway?**

Packways is a means of navigating opportunities for student success. It also is the culture of a community of practice that holistically embraces high-impact experiences, critical reflection, and experiential learning opportunities as integral to NC State's mission to serve our students, the state of North Carolina and the world.

- Received guidance in critical reflection practices to enhance academic well-being and life-long learning.
- Demonstrated to themselves, stakeholders, and future employers the achievements and competencies gained from HIEs.

Leadership for the QEP will be provided by the Office of Assessment and Accreditation (OAA) and the Division of Academic and Student Affairs (DASA), which both report to the Executive Vice Chancellor and Provost. Additional support will be provided by Institutional Strategy and Analysis (ISA), the Office of Information Technology (OIT), the Office for Faculty Excellence (OFE), Student Government, NC State Libraries, and other campus units. Assessment of Packways student learning outcomes will be documented, evaluated, and refined throughout the implementation of the QEP in order to ensure Packways is achieving its overarching goal – to empower students for a lifetime of success and impact.

Moreover, we are proud to present our enclosed plan and evidence of the university's compliance with SACSCOC standard 7.2.

Introduction

About NC State University

NC State University began as a land-grant institution grounded in agriculture and engineering. Today, more than 128 years after its founding, NC State continues to follow its original mission: opening the doors of higher education to the citizens of North Carolina and providing teaching, research, and extension that strengthen the state and its economy. As a leading public research university – and the state's largest university – NC State excels in science, technology, engineering and math, leads in agriculture, education, textiles, business and natural resources, and is at the forefront of teaching and research in design, the humanities, and the social sciences. The university has developed into a vital educational and economic resource, with more than 37,000 students and 8,000 faculty and staff.

Mission & Vision

As a research-extensive land-grant university, NC State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting its strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem-solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

NC State's vision statement complements the mission and expresses what the university aspires to become: "NC State will be increasingly recognized nationally and internationally for its innovation in education, research, scholarship and engagement that solves the world's most critical

challenges. NC State will be known as a diverse, equitable and inclusive community that has a transformative impact on society and advances the greater good."

Values

NC State affirms these core values that direct its actions and align its decision-making with the best interests of the Wolfpack community:

- **Excellence** – in innovation, education and discovery, reflected in our unwavering commitment to pursue research and scholarship that solve problems and advance the greater good.
- **Inclusion** – through a culture that promotes personal excellence and institutional equity by seeking, welcoming and supporting individuals and ideas from a broad diversity of backgrounds.
- **Integrity** – in all we do, reflected in our commitment to the highest standards of ethical behavior and our dedication to transparency and accountability in governance.
- **Sustainability** – in our commitment to wise stewardship of resources, prudent financial planning and environmentally responsible operations.
- **Community** – in how we respect and care for all at our university, value the contributions of every member of our Wolfpack, promote health and well-being, and help one another succeed.
- **Freedom** – in thought, expression, inquiry and dialogue as a critical part of our mission to pursue and disseminate knowledge while promoting civil and respectful discourse.
- **Collaboration** – across colleges, disciplines and perspectives, and in how we partner with a broad range of organizations to find solutions to challenges at home and around the world.

Students

In Fall 2023, our total student enrollment[1] was 37,323 students (49.5% female and 50.5% male), of which 27% were graduate students and 10.7% were doctoral students; 12.4% of students transferred from another institution. NC State students represent all 100 counties in North Carolina; all 50 states, Puerto Rico and the District of Columbia; and 104 other countries around the world – giving us a diverse student body with 3,885 international students. Our students also come from a variety of cultural backgrounds. Nearly 17% of our undergraduates are first-generation students. According to IPEDS data collection, in Fall 2023 nearly 30% of NC State students identify as Hispanic, American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, or identified with two or more racial groups.

NC State offers a robust campus life program with more than 600 student organizations on campus, including intramural and club sports programs, Greek social organizations, and countless clubs focused on academics and service.

High-Impact Experiences at NC State Defined

We have selected the terminology of high-impact experiences (HIEs) over high-impact practices (HIPs) for several reasons. The American Association of Colleges and Universities (AAC&U) defines high-impact practices as "techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds (AAC&U, 2024b). Through intentional program design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations." Scholar and founding director of the National Institute for Learning Outcomes Assessment (NILOA), Dr. George Kuh originally earmarked several activities as high-impact; however, individual practitioners and universities have expanded on that list to include a variety of curricular/co-curricular opportunities that may allow students to experience deeper learning.

Our first reason for the terminology of HIEs, as opposed to HIPs, is because we feel strongly that

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[1] NC State Institutional Strategy and Analysis (ISA) Factbook (2023).

this QEP must be centered on the student – and what matters most is what the student *experiences*. Discussion with constituent groups on campus revealed that the term "experience" is more student-facing, approachable, and better encompasses the myriad of potentially transformational activities we offer students. What is most impactful will vary from student to student, but we are confident that, across the board, intentional student learning experiences provide the competencies and character necessary for navigating campus and our complex world. Secondly, this terminology allows us to signal to practitioners across our campus that our thinking embraces the pedagogies of both high-impact practices and experiential learning. We mean for our campus HIEs community to include
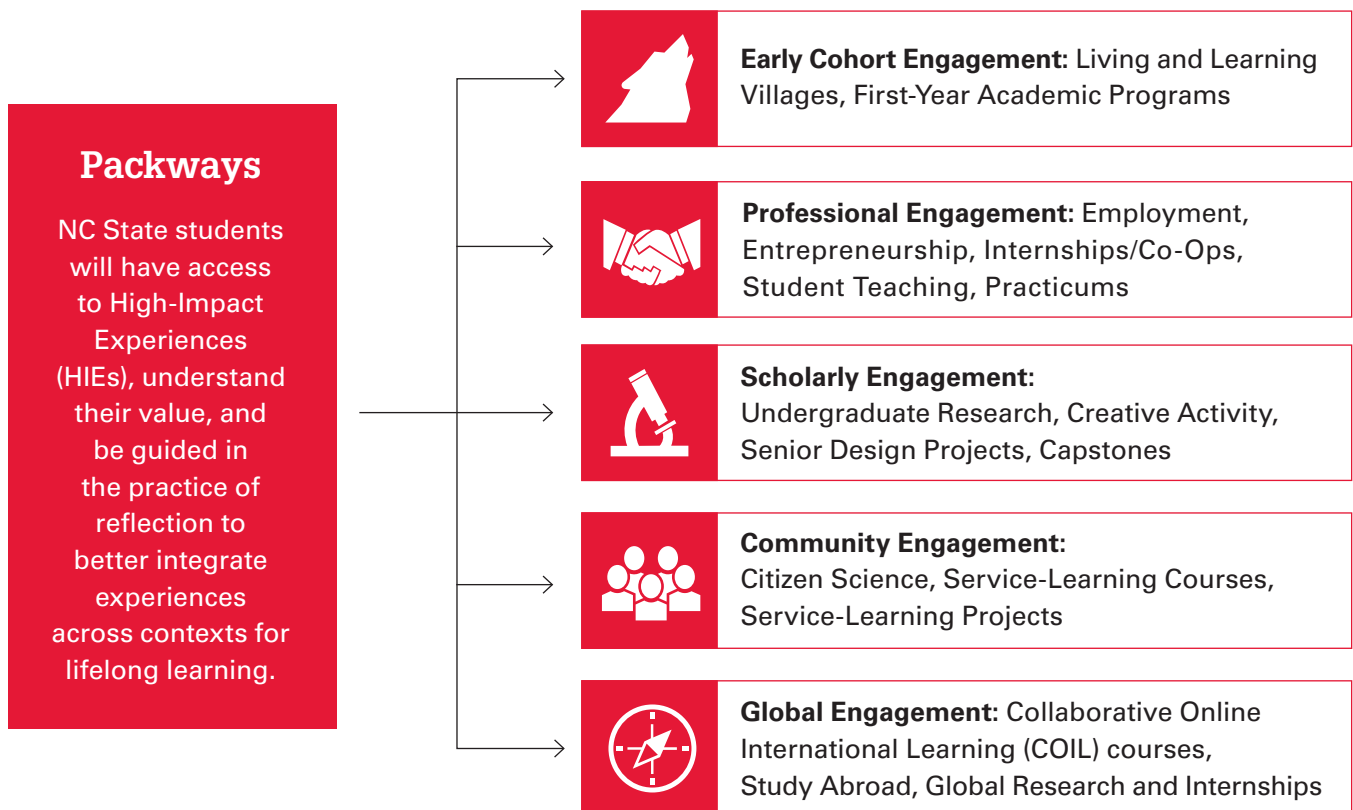
a much wider swath of student experiences and practitioners than those included in Kuh's original 2008 articulation of HIPs.

The QEP development committee's definition of HIEs at NC State may be found in **Figure 1**. Kuh and O'Donnell's (2013) 8 Key Elements formed the basis of our discussion to determine those characteristics we deemed essential to high-impact engagement on our campus and the indicators in our rubric for measuring HIEs quality (see **Appendix 1: Rubric for Measuring HIEs Quality at NC State**). **Figure 1** does not provide an exhaustive list of the experiences we champion, but rather a way students might conceptualize how a range of HIEs fit with their goals and various phases of their academic careers.

FIGURE 1:

Packways Definition and Vision

High-Impact Experiences (HIEs) are immersive and sustained opportunities for students to **deepen and apply knowledge** in and beyond the classroom. HIEs empower NC State students, in **collaboration** with mentors and/or one another, to make and communicate connections across their collegiate experience, to learn and grow through **structured critical 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.

Packways

NC State students will have access to High-Impact Experiences (HIEs), understand their value, and be guided in the practice of reflection to better integrate experiences across contexts for lifelong learning.

Early Cohort Engagement: Living and Learning Villages, First-Year Academic Programs

Professional Engagement: Employment, Entrepreneurship, Internships/Co-Ops, Student Teaching, Practicums

Scholarly Engagement: Undergraduate Research, Creative Activity, Senior Design Projects, Capstones

Community Engagement: Citizen Science, Service-Learning Courses, Service-Learning Projects

Global Engagement: Collaborative Online International Learning (COIL) courses, Study Abroad, Global Research and Internships

High-Impact Experiences at NC State: Refining Success

NC State currently offers students a myriad of experiential and high-impact learning opportunities, such as those shown in **Figure 1**. In Fall 2023, members of our QEP development team hired and mentored two salaried social science student researchers in a systematic study of the range, type, and scope of extant HIEs available to students at NC State. We engaged in a review of all publicly available information at the program, department, college, and division level of all units connected to NC State. Our goal was to collect as much information as possible about the state of HIEs at NC State in 2023 in order to establish a baseline for future data collection, assessments, and interventions. Using our working definitions, we have thus far identified more than 700 distinct HIEs across all of our colleges and divisions[2]. Some colleges, such as the Poole College of Management or University College, feature these HIEs more prominently than others – at least in their public-facing materials. Other colleges, which have a smaller overall student enrollment, such as the Wilson College of Textiles or the College of Veterinary Medicine, appear to have a larger proportion of HIEs integrated into their students' curricula. The results from this first phase of HIEs inventory by college/division can be found in **Appendix 2: Campus HIEs Inventory (2023-24)**. As we launch Packways, we will collaborate with campus partners to gather data on participants in categories such as undergraduate research, internships, and student employment, which are not currently tracked campuswide.

Packways gives us the opportunity to build a campus ecosystem to pursue the following integrated efforts. We will use the data described above to gain a better understanding about which students do (and do not) access particular HIEs. In turn, this will inform our deconstruction of barriers and creation of a multi-pronged communication plan directed to students about the value of HIEs and broadly accessible

pathways for participation, described in greater detail later in this plan. Simultaneously we will provide guidance on quality and best practices to campus practitioners through professional development opportunities, focusing on embedding equity, access, belonging, and critical reflection into the experiences they mentor. We will thus aid students in the work of self-assessment necessary to translate HIEs skills gained to their goals.

An important early task for Packways will be to revise and enhance the means by which we track student participation in HIEs in order to better understand patterns of student access and success. Data currently available to us include National Survey of Student Engagement (NSSE) data and triennial sophomore, graduating senior, and alumni surveys generated by NC State's Institutional Strategy and Analysis (ISA) (NSSE, 2020a). At the moment, neither of these data sets provides all we would like to know about participation and long-term impact for all the student opportunities we consider to be HIEs. In addition, NSSE's 2020 survey sample is too small to be significant; ISA does not disaggregate in all the categories we seek (e.g., first generation) and does not ask students to think of HIEs in terms of a single category. Rather, information about them is distributed in several survey points. We discuss elsewhere in this proposal how we plan to partner with ISA staff to revise surveys to generate more consistent data specific to our HIEs, while also using the inventory process described above to create and maintain a database tracking all student participation. It is also worth underlining that these student respondents faced more than two years of disruption to their education because of the global pandemic. We do not know how that impacted their experiences – thus we must treat these, and all COVID-era data sets, with caution.

Despite their lacunae, when considered with evidence from a series of recently conducted student focus groups, existing data sets suggest gaps in awareness about and participation in HIEs.[3] In 2021-22, the Graduating Senior Survey asked

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[2] This total includes programs which might be considered gateways to HIEs - they do not have all the credentials of HIEs identified above, but do provide students information and encouragement. Gateways will be essential to our plan to more effectively communicate HIEs value and access.

[3] Our NSSE 2020 response rate was 12%; far too small to be conclusive. Those who responded indicated participation in activities such as service learning, research, internships, study abroad, and capstones at a rate on par with our peers and other large research universities (88% of senior respondents reported participating in one or more of these experiences and 72% report participating in two). Disaggregated for race/ethnicity and first-generation status, these data suggested some engagement gaps: first-generation students always and underrepresented students frequently participated at a lower rate in their senior year.

FIGURE 2:

Percentage of HIE Participation (Senior Survey 2021-2022)

■ internship   ■ research with faculty   ■ employed on campus   ■ service learning   ■ study abroad
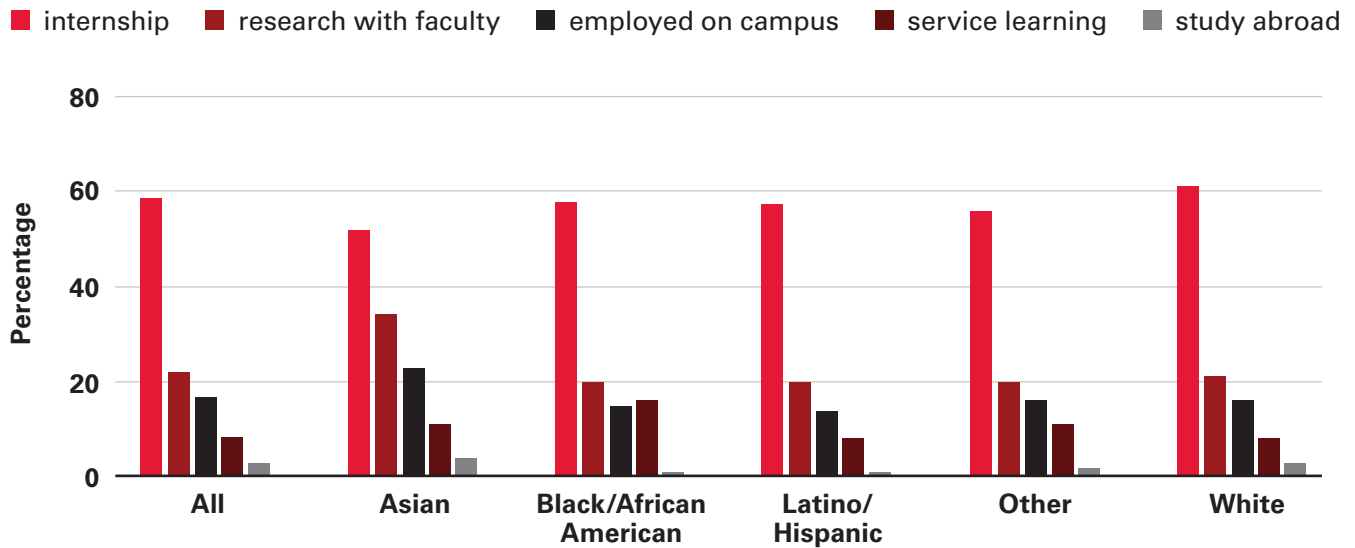
students if they had participated in internships, mentored research with faculty outside course or program requirements, employment on campus, service learning, and study abroad[4] (**Figure 2**). Overall, these data indicate that among those measured, internships are the most common HIE for NC State students, with over 50% of respondents indicating participation in all categories. Other HIEs participation is lower than we would like across all groups. By far, study abroad is the least common HIE according to this data. These conclusions should not surprise us given the close correlation between internships and future employment, and because, other than student employment, HIEs are not necessarily salaried positions. This is suggestive when considering barriers to participation in non-salaried HIEs. Also significant is that students who identified as Black or African American, Hispanic, or 'Other' participated at a rate below the total in all categories except service learning. The first phase of Packways will allow us to investigate and better understand who participates in which HIEs and why.

What prevents any student from engaging at an equal rate to their peers? Why do students choose employment-related HIEs over others? And indeed, how can we raise NC State's HIEs engagement

numbers overall? Conversations with NC State students shaped our thinking on these questions. While writing our initial proposal (Fall 2022), we hosted a few focus groups and also gathered feedback from the First Generation Symposium sponsored by DASA in November 2022. In Fall 2023, the QEP team hosted five more student focus groups in addition to a session with the Student Senate (focus group instruments may be found in **Appendix 3: Focus Group WorkSheet and Overview of Fall 2023 Campus Focus Groups**). Our total engagement rate (Fall 2023: 32 students, roughly half first generation, roughly one-third transfer students) was lower than we hoped, but confirmed many of our suppositions. Students identified research, service learning, study abroad, and internships as the HIEs of greatest interest. Their resources for introduction to HIEs included advisors, peers, student leadership, and gateway experiences (student organizations/clubs, first-year and TRIO programs). They identified finances, time management, lack of belonging and imposter's syndrome, lack of information, and time to graduation as barriers.

One first-generation, first-year computer science major said, "*I think another factor for me is just the*

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[4] The 2021-22 Senior Survey had a robust response rate of 57%. The research question appears in a section of the survey about faculty mentoring, and asks students if they have participated in the past two years. The other HIEs appear in a section on work-related experiences (which includes internships, employment, co-ops, practicums and student teaching) and extracurricular activities. Revisions to the ISA surveys will group all HIEs in one section of the document.

"Reach out to those freshmen who are minorities and minorities in those fields that a lot of people don't look like. At least, from what I've known, people that maybe transferred here but didn't finish. It's like they just felt alone, but they don't even know where to start. Sometimes they're overwhelmed, so definitely reach out to those people with the marketing. We want you all to know you can still do whatever it is you want to do. We're here to help."

Focus group excerpt from a first-generation senior on the importance of HIEs and the barriers that prevent student involvement.

lack of education about some of these experiences. I know they exist but I don't know the further details that I should know." Another student said, *"Stepping into an area where I might feel like I'm the only black person in there or I'm one of the few and knowing that my voice will be recognized or not is one of the concerns I have."* A transfer engineering student observed, *"I can sit here and say, oh, I'm going to do a co-op and study abroad and undergraduate research, but realistically, I had to sit down and look over the semesters and plan out how that might work."* These examples of student input, among others, have been essential to the design of our implementation plan, which addresses these barriers and anxieties. Further, they point us to the need to establish a QEP Student Advisory Board (see more below) so that our work is informed by those whose thoughts matter most. Students need consistent messaging about the "what" and "why" of HIEs, how to integrate them into scheduling, and how to navigate them financially, and most crucially, they need to hear this messaging from multiple outlets and from the voices of their peers.

Our combined survey and focus group data supports our contention that barriers are complex but not insurmountable. Time and finance are interrelated barriers, and some students must choose work over experience and perhaps higher paid or more flexible off-campus work over on-campus jobs. We can and must do more to provide financial and planning support, as well as consistent justifications for HIE participation through a student's time at NC State. At the same time, however, this data also reveals that those students who do engage in HIEs recognize that the benefits are incontrovertible (**Figure 3**). The Senior Survey asked students to gauge their personal/professional growth from participation in work-related activities and faculty mentored research beyond requirements. Across all groups, students overwhelmingly responded that these experiences contributed very much or somewhat to their personal and professional growth. Minoritized groups often reported more contributions to their growth than respondents overall. Although incomplete, the ISA data supports what motivates us to design Packways to facilitate access and success in experiences like these for NC State students.

FIGURE 3:

Percent of Students Who Perceived Some/Great Deal of Personal/ Professional Growth (Senior Survey 2022)
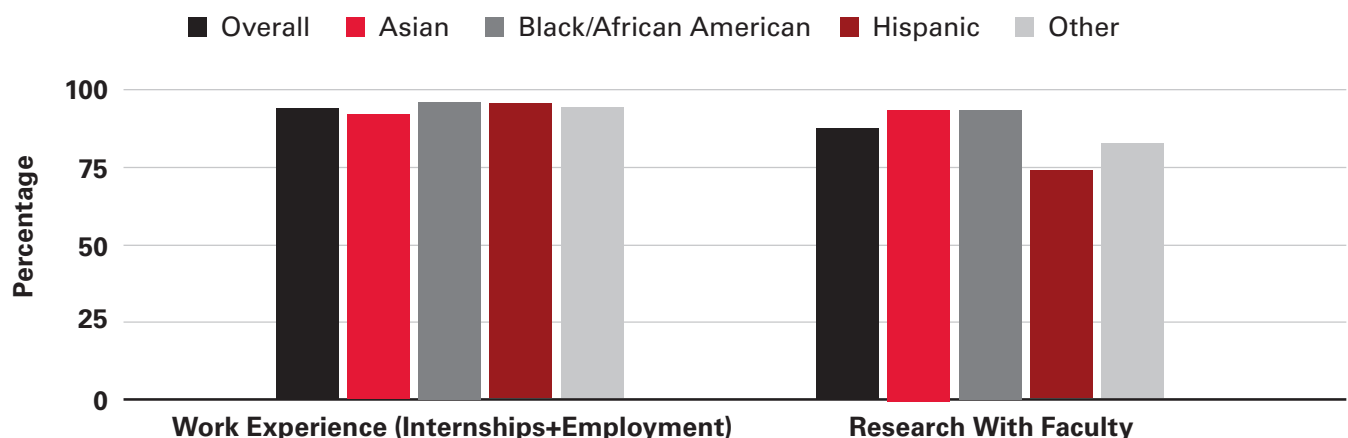
QEP staff have already begun to work with ISA staff to consider revisions to the Senior Survey so that going forward we ask the same set of questions (did you participate? did you grow?) about all categories of HIEs in one section of the survey and that we are able to disaggregate data to include first-generation students and Pell Grant-eligible students, who may be particularly susceptible to the challenges suggested above concerning time and finances.

Baseline Data, Institutional Actions, and Student Learning Outcomes

Using the varied data available to us to establish baselines, NC State identified institutional actions, which led to our identification of the **student learning outcomes (SLOs)** for the Packways QEP, as shown in **Figure 4**.

FIGURE 4:

Baseline Data, Institutional Actions, and Student Learning Outcomes (SLOs)

Justification: Baseline Data	Institutional Actions	Student-Learning Outcomes (SLOs)
ISA and focus group data suggest knowledge and participation gaps in HIEs by type of HIE but also in some cases by racial/ ethnic status (**Figure 2**).	■ Provide consistent messaging, peer communications, and intentional advising/guidance to integrate HIEs into students' plans. ■ Increase funds directed towards HIEs that have associated costs to increase access. ■ Track participants in all HIEs.	**SLO 1:** Entry level students will **articulate** the value of HIEs to their personal and academic growth and sense of belonging in an educational environment.
Data from NC State's incoming student surveys show 97% of entering freshmen[6] and 99% of entering transfer students[7] found reflection to be a moderately or very important skill to develop while at NC State. Student confidence in attaining this competency upon their senior year varied with only 56% feeling their education had "very much" contributed to reflection skills.	■ Provide faculty/staff training to embed critical, structured reflection practices in curricular/ co-curricular HIEs. ■ Build and maintain a resource library of HIE best practices. ■ Identify technological needs for storing student reflections/ artifacts and implement technology solution for collection and management of data	**SLO 2:** Participants in HIEs will **employ** critical reflection skills to evaluate a given experience in light of personal/professional goals.
NC State Alumni Survey data[8] shows that only one-third of alumni felt NC State did an "excellent" job of career preparation; more than one-fifth of alumni felt their preparation from NC State for their first job was only average, fair, or poor.	■ Revise Senior Survey to track all HIEs and student perceptions of growth from them. ■ Embed questions about HIEs/ career preparation in course evaluations.	**SLO 3:** Graduating students will **evaluate** integrative learning skills gained in HIEs and **translate** them into increased professional preparedness.

[5] For more on institutional actions and faculty/staff goals and outcomes, see Figure 10: Logic Model.
[6] NC State ISA First-Year Student Survey Data, 2022. https://report.isa.ncsu.edu/Survey/FirstYear/2022/FY2022.overall.report.pdf
[7] NC State ISA Transfer Student Survey Data, 2022. https://report.isa.ncsu.edu/Survey/Transfer/2022/tr2022.overall.report.pdf
[8] NC State ISA Alumni Survey Data, 2021. https://report.isa.ncsu.edu/Survey/Alumni/2021/alum21.overall.pdf

To achieve these outcomes, along with the institutional actions outlined in **Figure 4**, we will:

- Create a campus-wide community of practice of faculty, staff, advisors, and students whose work embraces HIEs.
- Use this community to share common parameters and definitions of HIEs at NC State – expanding our scope to include and lift up experiential learning opportunities such as entrepreneurship and student employment.
- Investigate barriers to student participation (e.g. time, financial support, impostor's syndrome, awareness of value, sense of belonging) through student focus groups and data collection and analysis. Dismantle these barriers by engaging a diverse range of students as Packways Champions to guide us in the design of consistent inclusive messaging and programming that better underlines means to access HIEs and their importance for student success. Dedicate funds to provide financial support. Embed more HIEs in coursework as a means to reach the most students.
- Pilot scaffolded practices of critical reflection in HIEs frequented by underclassmen and transfer students (e.g. first-year seminars, student employment, villages, study abroad), leverage assessment tools and collect and analyze data to track the progress and successes of those students for the tenure of their time with us; and use this data and lessons learned from the pilot to scale up in subsequent years during the QEP implementation.
- Develop integrated curricular/co-curricular advising and mapping from pre-college to post-graduation in order to better guide students in navigating their 'packway' – their integrated experiential learning journey at NC State.
- Collaborate with ongoing efforts at NC State to investigate a portfolio or other means for students to reflect on the totality of their NC State experience, including participation in HIEs, to clearly articulate that to others as they prepare for careers.

- Use the transformative HIEs culture that we build to promote, assess, refine, and celebrate student success in the great learning environment that is NC State.

We will use the following direct and indirect **measurements** to gauge our progress toward achieving our SLOs and meeting our goals:
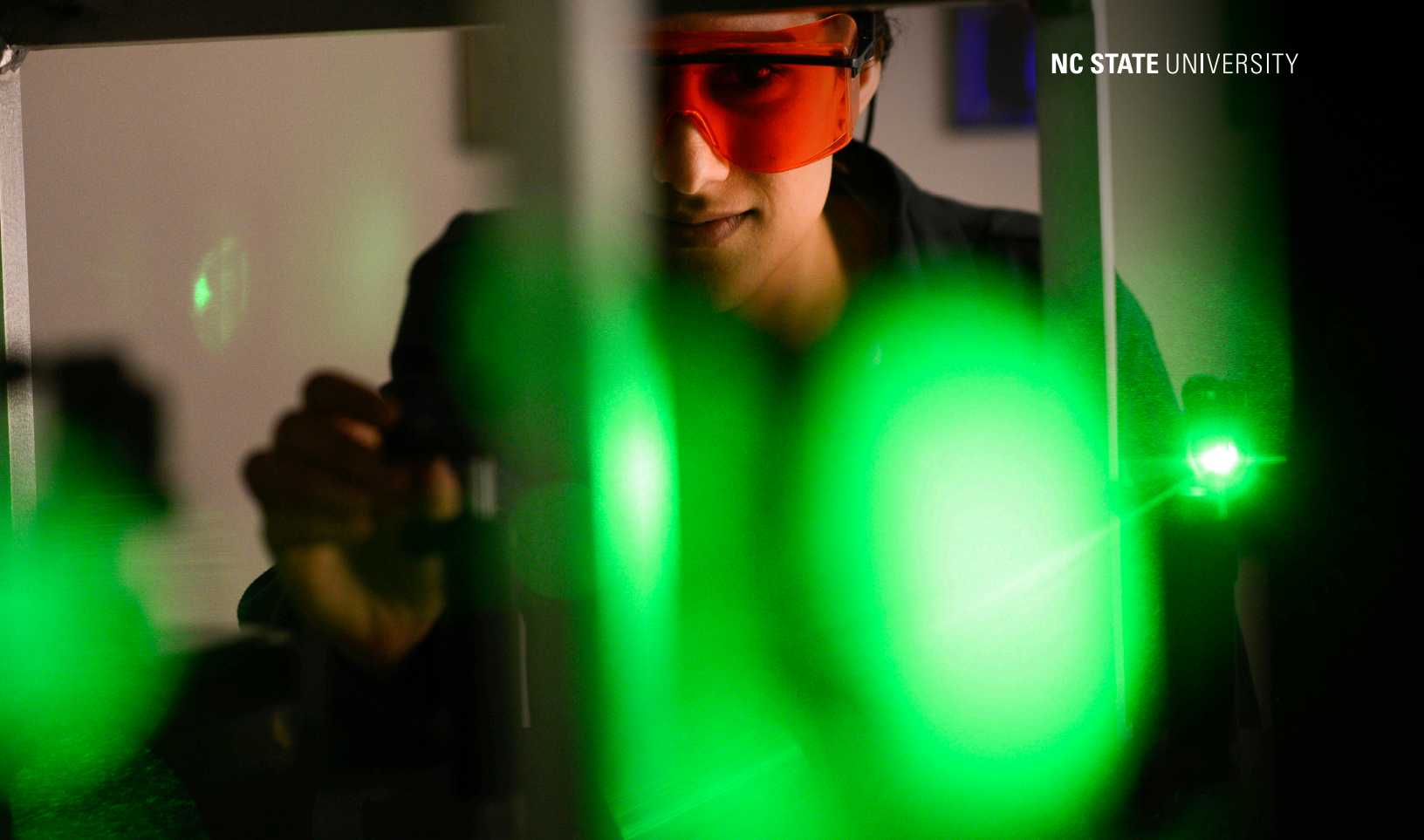
- **Direct:** Sample of student reflection responses assessed annually using rubric.
- **Indirect:** Sophomore Survey[9] (offered in 2025 and 2028) with Graduating Senior Survey[10] (offered in 2024-2025 and 2027-2028) and Alumni Surveys[11] (offered in 2024 and 2027). We are already working with ISA to tweak these rich resources to give us the most complementary data to support our direct assessment. We will also gather data from course evaluations.

Packways QEP will help to facilitate student understanding of the value of these experiences (*Why should I participate?*), pathways to participation (*How do I participate?*), training in critical reflection (*How do I think about my participation?*), and guidance toward integrating experiences and skills with future goals (*What skills and knowledge did I gain that I may apply to my future career and lifelong curiosity?*). To ensure students are exposed to these experiences early in their college career, we are first focusing on student employment, living and learning communities, and the many first-year courses in academic programs at NC State (e.g. First-Year Inquiry, Design First Year, Life Sciences First Year, the First Year Writing Program, Environmental Science First Year, Wicked Problems Wolfpack Solutions). As Kuh and others have pointed out, HIEs embedded in required coursework increase access for students who might struggle to find HIEs other ways. These programs are not only HIEs themselves; they serve as gateways to additional HIE participation because their pedagogy and structure include multiple opportunities to introduce and promote campus resources and opportunities to new students and begin modeling how to connect those opportunities to classroom learning.

9 NC State ISA Sophomore Survey https://report.isa.ncsu.edu/Survey/Soph/2022/soph22.questionnaire.pdf
10 NC State ISA Graduating Senior Survey, 2021-2022. https://report.isa.ncsu.edu/Survey/GradSr/2022/gss22.Questionnaire.pdf
11 NC State ISA Alumni Survey, 2021. https://report.isa.ncsu.edu/Survey/Alumni/2021/alum21.questionnaire.pdf

Topic Identification

Literature Review and Best Practices

Fifteen years ago, Dr. George Kuh published *High Impact Practices: What They Are, Who Has Access to Them and Why They Matter* (2008) using NSSE data to posit that certain educational practices (e.g., study abroad, undergraduate research, internships, service learning, capstone projects) provide multiple positive impacts for students including increased retention and higher GPAs. The intervening years have produced volumes of scholarship to support and expand upon Kuh's conclusions about value; for example, McDaniel and Van Jura (2020) and Twang (2022) show overall benefits from HIP participation

to six-year completion rates as well as post-graduate outcomes. As Twang writes, "These experiences prepare students for future success," (p. 14).[12] Recently, HIPs scholars including Kuh (2023), Bray et al., (2018), Finlay and McNair (2013), and Zilvinskis et al. (2022) have honed their examination of these practices, calling for intentionality, attention to quality and equity, scaffolding and scale, and faculty/staff resources and training for HIP development and maintenance. The continued relevance of HIPs/HIEs in higher education is evident in the Boyer 2030 Commission Report published by the Association for Undergraduate Education at Research Universities (UERU, formerly the Reinvention Collaborative), whose vision aligns with Packways, urging partner

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[12] Many studies have posed challenges to the efficacy of HIPS: Sarah Randall Johnson and Frances King Stage's extensive literature review in "Academic Engagement and Student Success: Do High Impact Practices Mean Higher Graduation Rates?" provides a thorough overview. Johnson and Stage, Journal of Higher Education 89:5 (2018), 753-781. https://doi.org/10.1080/00221546.2018.1441107

institutions to "nurture the integration of HIPs into student journeys but attend to their quality and clearly communicate their meaning and value; it's not a race to see how many HIPs students undertake. In this regard and in others, encourage sharing of insight from faculty and staff" (The Boyer 2030 Commission, 2022, p. 56).

Part of the evolution of HIPs has been the expansion of categories of experience, because, as Zilvinski et al. (2022) observed, the original list was "too reductive…it is also regressive. High impact for one population may not be high impact for another, and different learners grow differently," (p. 4). For this reason, many have elected to broaden the framework to include other common student activities, like campus employment and entrepreneurship. Data presented by McClellan et al. (2018) indicated that 20 years ago, 75% of students worked while in college, and that they averaged 24 hours per week.

These data are confirmed by ISA data for NC State, where 73% of graduating seniors[13] in 2022 reported being employed on campus, off campus or both. Combined with academic and personal responsibilities, student employment can be a barrier to high-impact participation for many students *except if*, scholars argue, their

employment includes mentorship and the ability to apply classroom learning – in other words, if their on-campus employment is *high-impact*. Likewise, our vision of HIEs at NC State includes entrepreneurship. Although "relatively new" to higher education, by 2006, colleges and universities in the United States had created more than 500 programs focused on entrepreneurship in curricular and co-curricular activities (Kauffman Panel, n.d.). A campus wide program since 2008, NC State's entrepreneurial programs regularly rank in The Princeton Review's top 20 undergraduate and graduate programs, and like student employment, these activities transcend the walls of the classroom, and offer real-world lessons, sustained collaboration with mentors and peers, and the opportunity to deepen learning through reflection. Our conception of HIPs, defined by the activities in which students engage and the agency and competencies they develop, is why we use the term "high-impact experiences."

Exactly who benefits from HIPs, which ones, and how, continues to be the subject of rigorous scholarly investigation. Along these lines, using data collected by NSSE, Finlay and McNair (2013) found that underserved populations (i.e., first-generation, racial or ethnic minority, and transfer students) self-reported gains in deep learning,

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practical competence, general education, and personal/social development, and that these gains increased significantly with participation in more than one HIP. At the same time, the qualitative portion of their study revealed a myriad of barriers including lack of information, lack of transparency about the value of experiences, and competing priorities (e.g. off-campus employment).

In the introduction to *Delivering on the Promise of High Impact Practices: Research and Models for Achieving Equity, Fidelity, Impact and Scale, Zilvinskis* et al. (2022) acknowledged that much work remains to achieve equity, including both improving access and combating implicit bias that leads high-impact practitioners to select some students over others. They concluded that, "experiences as beneficial as these should be part of all undergraduate programs … not just a luxury for students who figure it out or have the resources to be involved" (p. 4).

In the same volume, Finlay et al. (2022) provided a road map for the centering of equity and access, which has greatly influenced the plan of our QEP and will continue to do so throughout implementation: 1) raise awareness of existing practices with teams of diverse stakeholders identifying experiences and investigating barriers; 2) increase knowledge of the value of HIEs to students, and also to faculty and staff through resources, communities of practice, and professional development; 3) incentivize updating and scaling of existing practices and creation of new ones with an equity lens; and 4) refine assessment practices. On the same topic, Martinez-Aleman et al. (2015) called for us to deconstruct and examine experiences theorized and formulated by privileged individuals, and Kinzie et. al. (2012) suggested giving racially minoritized students more agency in the projects that feel culturally relevant.

Zilvinskis et al. (2022) also pointed to the value of introducing HIPs to students early, both for the development of competencies and to cultivate a sense of community and belonging. Carpenter (2023) wrote, "providing experiences early in college creates the structure and space required to build in additional HIPs…an early HIP can actually boost preparation, competence, and confidence

Structural reflection…

"a continual interweaving of thinking and doing"

—**Donald Schön**

for a later HIP such as a capstone or culminating fieldwork," (n.p.). Strayhorn (2018) defined belonging as "students' perceived social support on campus, a feeling or sense of connectedness, and the experience of mattering" (p. 4) and his work, among others, conclusively demonstrated that belonging in an academic setting increased well-being and success. NC State's NSSE data confirms that participation in these experiences increases students' sense of belonging (NSSE, 2020b) – a conclusion supported to some degree by Ribera et al.'s (2017) work on new students, though they cautioned that more work needed to be done to understand the many facets of "belonging." In assessing sense of belonging, we will apply a modified version of Hoffman et al.'s (2002) "Sense of Belonging Scale."

The overlapping literature on high-impact and experiential learning identifies a number of competencies such activities should enhance, such as critical and creative thinking, communication, and mentoring or collaboration. However, the research also emphasizes the practice of reflection as paramount: as Finlay et al. (2022) stated, "HIPs should consistently invite students to reflect often and in structured ways" (p. 25). Given the NC State mantra "Think and Do," it is only right that structured reflection, "a continual interweaving of thinking and doing" according to philosopher Donald Schön (1995), should be the central pillar of our experiential learning QEP. And our students agree: **entering freshmen** (97%) and **transfer students** (99%) found reflection to be a moderately or very important skill. Practicing metacognition, or 'thinking about thinking' increases self-awareness, planning, and application skills in learners, according to the Columbia University Center for Teaching and Learning (2024).

In two articles, Ash (NC State emerita faculty) and Clayton (2004, 2009) surveyed the literature on metacognition or reflective practice, identified the challenges to the practice, and emphasized the need for intentional design of critical reflective practices – providing a road map for outcomes-based design and guidance for the creation of reflection prompts through their 'DEAL' model (description, examination, articulation of learning) as guidance for the creation of reflection prompts. This scholarship, combined with the vast clearinghouse of information provided by the University of Edinburgh's (2022a) *Reflection Toolkit*, provides us with resources for developing high-impact practitioner professional development, as well as a flexible model for assessment rubric design for a myriad of experiences (University of Edinburgh, 2022b).

The degree to which the scholarship briefly described above continues to influence higher education policy has been clear to us since a team from NC State participated in the 2021 AAC&U Institute on High-Impact Practices. That and other interactions have directed us towards a variety of partners and collaborators beyond our campus. We have already learned much from institutions and staff whose QEPs focused on experiential learning – including the University of Georgia, Clemson University, and University of South Carolina (USC). The team behind the USC QEP, "Experience by Design" has been generous in its partnership, and we are fortunate to have the people and resources of Elon University's Center for Engaged Learning[14] in our backyard.

Alignment with 2021-2030 Strategic Plan

Wolfpack 2030: Powering the Extraordinary,[15] NC State's current strategic plan, launched in April 2021 after a planning process of more than two years involving stakeholders from across the university. The plan identified seven goals: 1) Empower students for a lifetime of success and impact; 2) Ensure preeminence in research, scholarship, innovation, and collaboration; 3)

Expand and advance our engagement with and service to the state of North Carolina and beyond; 4) Champion a culture of equity, diversity, inclusion, belonging and well-being; 5) Improve university effectiveness through transformative technologies, cutting-edge processes, and actionable data; 6) Lead in developing innovative partnerships, entrepreneurial thinking, and applied problem-solving; and 7) Elevate the national and global reputation and visibility of NC State.

The Packways QEP is well-aligned with these strategic plan goals. As has been repeatedly shown, HIEs, such as those championed by Packways, play an outsized role in achieving student success. **Goal 1** calls for "expanding the number of high-impact practices offered to our students. These experiences are shown to increase student engagement, reduce time to degree completion, and increase graduation rates. From internships to learning communities to research projects, our students will leave the university equipped with more than just a diploma; they'll also have a compelling and well-rounded resume." (p. 6). As a land-grant institution, NC State was charged with dismantling barriers to higher education, creating programs that appeal to more students (agriculture, engineering, and military studies), and embracing community outreach. Wolfpack 2030 **Goal 3** points to our land-grant mission of access, while **Goal 4** addresses our university values of inclusion and community. Packways will improve the equity of the NC State ecosystem of HIEs by identifying and removing barriers to access and participation, facilitating the creation of new opportunities, and reaching out to prospective students and other community members about the value and availability of HIEs for NC State students. Finally, many HIEs, including service/community learning, undergraduate research and entrepreneurship projects, global learning, and student employment, also align with **Goal 6** " developing innovative partnerships, entrepreneurial thinking and applied problem-solving." (p. 4)

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[14] Elon University Center for Engaged Learning (CEL), 2024. https://www.centerforengagedlearning.org/about-cel/
[15] NC State 2021-2030 Strategic Plan Wolfpack 2030: Powering the Extraordinary. https://strategicplan.ncsu.edu/wp-content/uploads/2023/03/21-PROV-1088-strategicplan-layout-2021-2030-3.pdf

Packways will bring NC State's mission and values into practice and, we believe, enhance our local and national reputation (**Goal 7**).

Figure 5, describes how Packways directly aligns with specific strategic goals within Wolfpack 2030 and its Implementation Plan.[16]

FIGURE 5:
How Packways Aligns with Wolfpack 2030 Goals and Objectives

Goal 1: Empower students for a lifetime of success and impact.		
Goal	**Corresponding Objective**	**Alignment with Packways**
Goal 1.1 Facilitate lifelong learning with coordinated instructional offerings.	**Obj. 1.1.3** - Build a definition framework for micro-credentials, alternative credentials, certificates, certifications, and digital badges.	Packways will identify and lift up programs on campus already using credentialing and certificates (e.g., Poole College of Management)
Goal 1.2 - Provide equitable access to learning experiences.	**Obj. 1.2.3** - Create and apply guiding principles to help ensure all student-focused university policies and processes foster equity and student success.	Packways will focus on equitable access to and participation in HIEs for first-generation students, underrepresented groups and others.
Goal 1.3 - Equip the next generation of contributing citizens and leaders.	**Obj. 1.3.2** - Identify and provide additional opportunities for student engagement in high-impact practices that build skills in communication, teamwork and interdisciplinarity, leadership, entrepreneurial development, and data and analytics. **Obj. 1.3.3** - Empower all students for a lifetime of global success and impact through programs, events, and experiences at home and abroad. **Obj. 1.3.8** - Relocate and expand the Campus Writing and Speaking Program to promote the integration of writing, speaking, and digital communication in all disciplines.	NC State's definition of HIEs includes activities identified in Obj. 1.3.2 and 1.3.3, while one of our essential characteristics of HIE is an emphasis on student communication skills, also the mission of the Campus Writing and Speaking Program (1.3.8).
Goal 1.4 - Provide excellent, comprehensive student support.	**Obj. 1.4.2** - Work across campus communities of practice to define and provide a consistent standard of excellent, comprehensive student support and advising.	The QEP Proposal Committee and subcommittees have representation from seven of 11 colleges, multiple Provost's office groups, the Division of Academic and Student Affairs including University advising, and students.

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[16] NC State Strategic Plan Implementation Plan. https://strategicplan.ncsu.edu/wp-content/uploads/2023/08/FY22-24-Implementation-Plan_Final-for-posting.pdf

Goal 2: Ensure preeminence in research, scholarship, innovation, and collaboration.

Goal	Corresponding Objective	Alignment with Packways
Goal 2.1 - Grow and connect our community of researchers and scholars.	**Obj. 2.1.4** - Identify and pursue solutions to grow and strengthen undergraduate and graduate student participation in disciplinary and interdisciplinary research.	Undergraduate research is an HIE; Packways will consider how to integrate graduate student research; faculty and staff will have opportunities and funds to develop new and refine existing programs.

Goal 3: Expand and advance our engagement with and service to North Carolina and beyond, defining the standard for a 21st-century land-grant university.

Goal	Corresponding Objective	Alignment with Packways
Goal 3.1 - Value, incentivize and recognize community engagement by faculty.	**Obj. 3.1.1** - Develop and disseminate best practices for documenting and evaluating community-engaged scholarship and teaching activities in faculty promotion and tenure.	Service learning (or community-engaged teaching) is part of Packways; faculty and staff will have opportunities and funds to develop new and refine existing programs.

Goal 6: Lead in developing innovative partnerships, entrepreneurial thinking, and applied problem-solving.

Goal	Corresponding Objective	Alignment with Packways
Goal 6.3 - Elevate our entrepreneurial ecosystem.	**Obj. 6.3.1** - Envision, develop, and implement curricular and extracurricular opportunities for all interested undergraduate and graduate students to be introduced to and participate in real-life skill-building experiences in innovation and entrepreneurship.	Packways expands the traditional definition of 'high impact' to include entrepreneurship activities.

QEP Development Process

Development Process and Timeline

As an institution of higher education, NC State makes student learning and success a top priority. The university's last two QEPs focused on student learning (2004 - Learning in a Technology-Rich Environment, and 2014 - Th!nk, which focused on critical and creative thinking). Planning for Packways, our student success-focused QEP, began with the development of our current Strategic Plan. On September 3, 2019, a leadership retreat was held, which included participants representing all of NC State. That retreat identified nine key areas as Strategic Plan Task Force[17] topics. Each task force produced a report, and the Strategic Planning Executive Steering Committee was charged with reviewing the reports to determine goals for the university to pursue in its Strategic Plan. The plan, titled Wolfpack 2030: Powering the Extraordinary, was endorsed by the NC State Board of Trustees in April 2021. Several of the goals identified in the plan are reflected in our QEP, as demonstrated throughout this document.

As we rolled out our Strategic Plan, plans for the development of the 2024-29 Quality Enhancement Plan (QEP) began with the constitution of the SACSCOC Reaffirmation Steering Committee in April 2021. Co-chaired by Warwick Arden, executive vice chancellor and provost, and Fashaad Crawford, vice provost for assessment and accreditation, the committee was responsible for providing strategic assistance for completing NC State's Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation, including the development of the QEP. (See charge and membership in **Appendix 4: SACSCOC Steering Committee, 2021-23**).

Guided by institutional research and the fact student success was identified as a key goal in the Strategic Plan, it became clear that student success was an area the entire university community embraced as a priority – and was selected as the QEP proposal topic. The SACSCOC Reaffirmation Steering Committee defined student success as "the ability to succeed academically, professionally and personally, to embrace a commitment to lifelong learning, and to become informed, engaged, job ready, and productive members of society."

In August 2021, the QEP planning team was assembled to begin the QEP preparation and development. The team, comprised of

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[17] NC State Strategic Plan Task Forces. https://strategicplan.ncsu.edu/archive/nc-states-next-strategic-plan/task-forces/

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representatives from various campus offices and divisions, was responsible for guiding the overall QEP planning process from pre-proposal guidance and topic selection, to proposal development and QEP implementation. See charge and membership in **Appendix 5: QEP Planning Team 2021-23**.

The QEP Planning Team began its work in early Fall 2021 by developing a comprehensive communications plan to announce the QEP to the campus community. The team launched a dedicated QEP website[18] and prepared targeted messaging for faculty, staff, and other key constituencies to formally announce the QEP process. This was an effort to provide clarity and transparency, encourage faculty, staff, and student participation, and reinforce the importance of the plan to the university.

In October 2021, the SACSCOC Reaffirmation Steering Committee invited the NC State community to participate in the development of pre-proposals (**Appendix 6: Call for Pre-Proposals**). The community was informed that the focus of the 2024-29 QEP would be student success, and that proposals for the topic may be something that is already underway on campus or may represent an entirely new initiative.

Provost Arden and the QEP planning team also hosted informational workshops (November 19, 2021 and December 9, 2021) to provide a QEP overview and answer questions about the planning process (**Appendix 7: QEP Informational Workshops Presentation**). The workshops – which were delivered in person and accessible via Zoom – were not required, but were strongly recommended for individuals considering submitting a pre-proposal by the January 14, 2022 deadline. The workshops included a plenary session followed by breakout discussions. The plenary session included a welcome from Provost Arden, followed by individual presentations from each member of the QEP Planning Team:

- Introduction to NC State's Next QEP - Dr. Fashaad Crawford, vice provost for assessment and accreditation

- QEP Planning and Development Process - Dr. Katharine Stewart, senior vice provost for faculty and academic affairs
- QEP Focus on Student Success - Dr. Doneka Scott, vice chancellor and dean of the division of academic and student affairs, and Dr. Don Hunt, senior vice provost for enrollment management and services
- QEP Pre-Proposal Guidelines and Evaluation Criteria - Kaitlyn Mittan, director of assessment and accreditation
- Q&A - QEP Planning Team

The workshop breakout sessions included small group discussions surrounding questions focused on student success at NC State:

- What are two to three challenges our campus is facing related to student success?
  - Why do you consider these things to be challenges?
  - What data or research informed your selection of these things as challenges?
- What initiatives or programs do you recommend to address these challenges and ultimately enhance student success?
  - What theoretical framework(s) would be useful to inform interventions for these challenges?
  - Who might you partner with on campus to implement these initiatives or programs?
- How will you know if the initiatives or programs you are recommending have the desired impact, both during and following implementation?

In the following weeks, teams of faculty, staff, and students submitted QEP pre-proposals for review, and in February 2022, the QEP proposals review committee convened to begin the review process. University leadership recommended individuals to represent their division on the review committee, and additional representatives from across other campus units were also identified to join. These units included the Office of Assessment and Accreditation, the Office of Institutional Equity and Diversity, the University Fellowships Office, the Division of Academic and Student Affairs, faculty

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[18] QEP Website. https://provost.ncsu.edu/assessment-and-accreditation/sacscoc-reaffirmation/qep/

presentations were later shared with the full university community, including the QEP Proposals Review Team, QEP Planning Team, and SACSCOC Reaffirmation Steering Committee.

Before the meetings concluded, finalists were asked to draft the "Congruence with University Mission and Strategic Plan and Justification of Need" section of their proposal in advance of their next meeting with the QEP Planning Team in mid-October.

In early October, the Think and Do Good: Cultivating a Growth and Entrepreneurial Mindset team opted not to move forward with submitting a full proposal. However, one member of their proposal team joined the High-Impact Practices (HIPs) team to collaborate and provide entrepreneurship expertise. The QEP team held follow-up meetings with the two remaining proposal teams on October 25, 2022 and November 30, 2022 to provide teams additional time to ask questions to aid them in the preparation of their final proposal submissions.

In early January 2023, the two proposals were submitted to the QEP Proposal Team – HIPs Hub, now renamed: Packways, and Transfer Student Success (**Appendix 15: Transfer Student Success Center Proposal Excerpt**). After review by the QEP Proposals Review Team, QEP Planning Team, and SACSCOC Reaffirmation Steering Committee, the two final proposals were shared via email (**Appendix 16: Final Proposals Email Communication**) with the entire university community on February 7, 2023. The email encouraged all NC State students, faculty, and staff to review the two final QEP proposals and supporting videos and provide input via a feedback form[19] by Monday, February 20, 2023.

The QEP Planning Team also solicited input from several groups on campus, including the QEP Proposals Review Team, SACSCOC Steering Committee, and associate deans of academic affairs who met with the QEP Planning Team and were asked to provide input and recommendations via a designated **feedback form**. Members of

the Academic Assessment Council, University Courses and Curricula Committee, and Council on Undergraduate Education were also asked to provide feedback via a direct presentation, and during attendance at one of the January/February 2023 meetings.

The QEP Planning and the QEP Proposals Review Team reviewed all of the feedback. In sum, the Packways proposal was chosen because it is-well aligned with the university's mission and strategic plan (goals 1, 3, 4, and 6), has the potential to impact a wide swath of NC State students, and will foster a collaborative community of practice designed to better prepare NC State students for lifelong learning, success, and service to North Carolina, the nation, and the world. A formal announcement of the selected QEP was sent to the full NC State community on March 30, 2023 (**Appendix 17: Announcement of NC State's Next QEP**).

The team of six faculty and staff who authored the Packways: Learning by Doing QEP proposal initially came together to attend a HIPs Institute sponsored by the AAC&U in June 2021. All members of this team (listed below) facilitate one or more high-impact experiences at NC State and the team's common goals were to better understand access and barriers to their respective programs, enhance student takeaways using critical reflection practices, and build a community of high-impact mentors across campus to share best practices and celebrate student successes. Inspired by the institute and the achievements of participating schools and speakers, the team expanded to include representation from across campus and drafted a pre-proposal for the QEP in the fall of that year. When Packways was selected as a proposal finalist, the team again expanded to incorporate ideas and representatives from other pre-proposals on entrepreneurship, transfer students, and student employment.

Since the selection of Packways as NC State's next QEP (**Appendix 17: Announcement of NC State's Next QEP**), the development committee (identified below) has met with more than a

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19 QEP Feedback Form. http://tinyurl.com/QEPFeedbackForm

dozen student, faculty, staff, and university leadership constituency groups. In response to their questions and suggestions, the committee developed a working definition of HIEs at NC State, honed the proposal's student learning outcomes, expanded to include members from student government, completed eight focus groups with students, began a campuswide inventory of HIEs, and established six subcommittees to carry out work during the planning (Spring 2024) and implementation phases of Packways (described in **Figure 6**). This group will play a key role in preparing the campus in Spring 2024 for the SACSCOC campus visit. We will work with the Office of Assessment and Accreditation to design a position description for a permanent QEP director, the search for whom will take place in Spring 2024. Once the director is hired, the interim QEP director will continue to play a vital role in order to maintain continuity.

Personnel and Campus Partners

Meet the Team

QEP Interim Director:

- Holly S. Hurlburt, associate dean of academic enrichment, University College/Division of Academic and Student Affairs (DASA); professor of history

QEP Proposal Committee:

- Marcy Bullock, director of professional development, Career Development Center, DASA (retired)
- Jane Lubischer, associate department head and teaching professor, biological sciences, College of Science (COS)
- Chester Miller, director of residential learning, University Housing, DASA
- Seth Murray, director of international studies program and teaching professor, College of Humanities and Social Sciences (CHASS)
- Janice Odom, director of the Caldwell Fellows Program

QEP Development Committee*:

- Kimberly Ange-van Heugten, teaching associate professor, Faculty Senate, College of Agricultural and Life Sciences (CALS)
- Tricia Buddin, director of student services, CALS
- Jennifer Capps, assistant vice provost and director of student learning and faculty development, Office of Innovation and Entrepreneurship, Office of University Interdisciplinary Programs (OUIP)
- Diane Chapman, director of the Office of Faculty Development and teaching professor, College of Education
- Kirsti Cole, co-director of the Campus Writing and Speaking Program, professor, CHASS
- Fashaad Crawford, vice provost for assessment and accreditation, Office of Assessment and Accreditation (ex-officio)
- Kim Duckett, department head, research engagement, University Libraries
- Melissa Edwards Smith, director of education and campus engagement, Office of Institutional Equity and Diversity (OIED)
- Jai Jackson, assistant vice provost for faculty engagement, OIED
- Sharon Joines, academic associate dean, professor, and director of the Research in Ergonomics & Design Laboratory, College of Design (COD)
- Kelly Laraway, director of employer relations, Career Development Center, DASA
- Allison Markert, student body vice president, natural resources major
- Herle McGowan, Faculty Senate president and teaching professor, COS
- Leah Peck, director of faculty global engagement, Office of Global Engagement
- Brian Peters, associate director of university advising and outreach, DASA
- Annaka Sikkink, employee development and engagement coordinator, Campus Enterprises
- Rhonda Sutton, assistant dean of professional development, The Graduate School
- Nancy Whelchel, assistant vice provost, Institutional Strategy and Analysis (ISA)
- Tyler Wiersma, director of high-impact experiences, Poole College of Management (PCOM)

Also includes the interim QEP director and proposal committee members listed above. Special thanks to our undergraduate research assistants Jillian Maroun and Nima Patel.
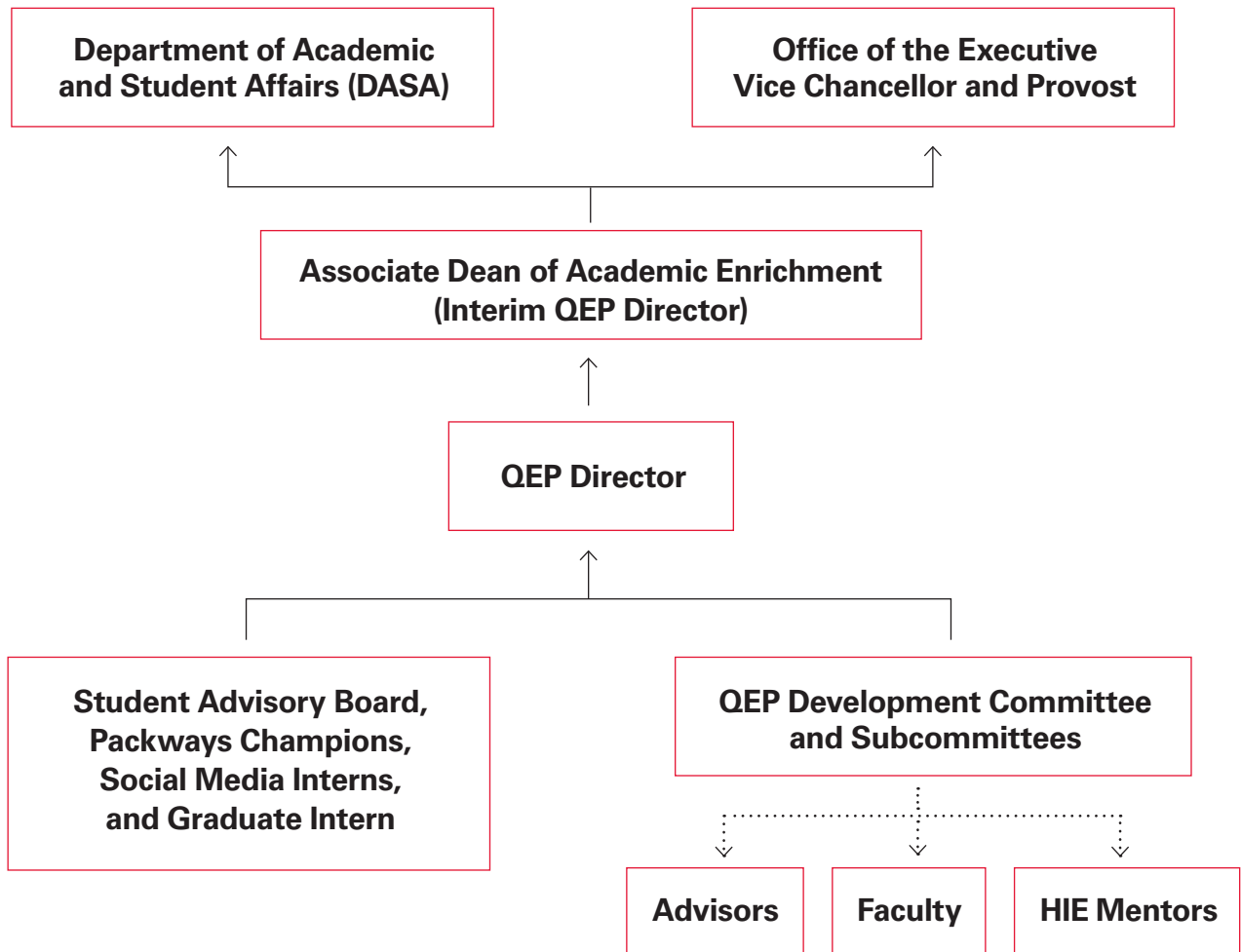
FIGURE 6:
Packways Subcommittees, Charges, and Campus Partners

QEP Subcommittee	Charge	Campus Partners
Campus Communications and Engagement (QEP staff)	Establish a communications plan for varied audiences (on campus and external stakeholders) and provide regular progress updates via website, dashboard, newsletter, and student features	■ Office of Assessment and Accreditation ■ University Libraries ■ DASA, Office of Global Engagement (OGE), Office of University Interdisciplinary Programs (OUIP) ■ Enrollment Management and Services (EMAS)
Student Engagement and Communications (members of Development Committee and Student Advisory Board)	Establish Student Advisory Board; create multi-format messaging to students – the what, why, and how of HIEs and plan to communicate before and as first-year and transfer students enter NC State. Recruit other Packways student members (Packways Champions), social media interns	■ New Student Programs ■ Wicked Problems and other First-Year Courses and Programs ■ Living-Learning Villages ■ University Libraries ■ Student Government ■ Student Leadership and Engagement ■ Campus Community Centers
Professional Development Faculty/Staff (OFE, OIED, members of Development Committee)	Design workshop/online module series on best practices for quality HIEs (e.g., mentorship, access), engaging diverse populations, and critical reflection practices tailored to particular HIEs; recruit faculty/staff already employing reflection to assist/review	■ Office for Faculty Excellence ■ Office of Global Engagement ■ Office of Institutional Equity and Diversity ■ Faculty and Staff Senates ■ Digital Education and Learning Technology Applications (DELTA)
Professional Development (Advising Members of Development Committee)	Design workshop/online module series for advisors on integrating HIE planning into student curriculum mapping	■ University Advising ■ Staff Senate ■ Colleges
Assessment (QEP staff plus participants in yearly professional development trainings)	Work with year-one pilot HIEs to implement assessment and student tracking mechanisms; work with ISA to update surveys and determine means for HIE facilitators to track demographics of participants	■ Institutional Strategy and Analysis ■ Office of Assessment and Accreditation ■ University Libraries ■ DASA Assessment Office
Data Collection/ Campus Technology (Development Committee plus campus partners)	Use campus inventory to institutionalize data collection on HIE participation; explore technology possibilities for tracking/dashboard, e- portfolios or other means to house reflections, understand use by campus partners	■ DASA Student Leadership and Engagement (already uses Anthology) ■ Office of Information Technology ■ DELTA ■ Poole College of Management (already uses Suitable)

FIGURE 7:

Packways Organizational Structure

Department of Academic and Student Affairs (DASA)

Office of the Executive Vice Chancellor and Provost

Associate Dean of Academic Enrichment (Interim QEP Director)

QEP Director

Student Advisory Board, Packways Champions, Social Media Interns, and Graduate Intern

QEP Development Committee and Subcommittees

Advisors

Faculty

HIE Mentors

Constituent Outreach and Feedback

Packways is a true cross-campus effort. The interim QEP director and team members solicited feedback and campuswide buy-in from the following constituency groups from May 2023 to February 2024 (see **Figure 8**). We also used these meetings to recruit participants for our subcommittees.

FIGURE 8:

Campus Constituent Meetings and Feedback Notes
May 2023-February 2024

Campus Group Name	Attendees	Feedback
Leadership QEP Launch May 1, 2023	50 deans, AVPs, directors, Ginger Bishop (Alabama QEP)	■ Definition/criteria need to be established and publicized ■ SLOs - clear and measurable ■ Challenges of staffing/ faculty/staff buy-in ■ How to tie to faculty RPT ■ IT needs - dashboard, website, where are platforms in use on campus ■ Data and campus inventory ■ What role should University Advancement play ■ Students: how will they be part of QEP and how can we direct funds to enable their experiential learning ■ How to leverage college identities
SACSCOC Staff Advisory Visit May 10, 2023	Provost's QEP Steering Committee; Dr. Lynne Crosby	■ SLOs and assessment most common areas of non-compliance from SACSCOC ■ Sense of belonging as an SLO
Leadership QEP Launch II, Zoom July 12, 2023	25 campus leaders	Attendees participated in one of six breakout teams which provided feedback on below topics: ■ SLOs ■ Definitions/parameters for HIEs
University Libraries July 2023	40 staff	■ Barriers (disability) ■ Definition ■ Student employment ■ Data and assessment
Office of Faculty Excellence October 2023	10 faculty	■ How to incentivize faculty participation
Provosts QEP Steering Committee October 30, 2023	15 committee members	■ Revise SLOs and measures
Faculty Senate October 31, 2023	30 faculty senators	■ Success of previous QEP ■ How does QEP relate to campus conversations on credentialing

Campus Group Name	Attendees	Feedback
Deans and Associate Vice Provosts November 6, 2023	25 Deans/ AVPs	■ Target number of participants ■ Credentials ■ Graduate students
Academic Associate Vice Provosts November 16, 2023	20 associate deans and others	■ Wellness and belonging ■ Barriers (esp. study abroad) ■ Student employment and work study
Student Government November 29, 2023	37 student senators	■ Barriers (study abroad and research mentors), also barriers facing international students ■ Importance of social media campaigns ■ How to distribute resources fairly
DASA Leadership December 5, 2023	40 directors and senior leaders, DASA	■ Gateways to HIEs through student organizations ■ Meet with campus curricular committees ■ Student employment ■ Use TRIO pre-college and other programs to extend HIE learning to future students
Joint meeting of Committee on International Programs and International Operations Council	25 faculty/ staff campus-wide liaisons to Office of Global Engagement	■ Challenge of underrepresented students and study abroad ■ Barriers to study abroad ■ How to refine learning objective in all OGE student activities
Student Focus Groups (Fall 2022 and 2023)	32 students drawn from LLV (freshmen, transfers, first-generation)	■ Most sought-after HIEs: research, service learning, study abroad and internships as the HIEs of greatest interest ■ Barriers: finances, time management, lack of belonging, lack of information and time to graduation

Note: Meetings with the Staff Senate, The Graduate School, DELTA, the University Courses and Curricula (UCCC) and Committee on Undergraduate Education (CUE) are scheduled for February 2024.

QEP Implementation Plan

The evolution of Packways will feature three phases of development: Pilot, Launch, and Growth (see **Figure 9**). Our focus through the entirety of the process will be on building the sustainable campus ecosystem and community of practice necessary to support and celebrate NC State students' success through HIEs from convocation to graduation and beyond. Annual periods of assessment of our SLOs and overall performance targets will allow for our own reflection and ensure continuous improvement.

FIGURE 9:

QEP Implementation Process and Timeline

Spring–Summer 2024 Planning Phase	**Focus: Preparing campus for SACSCOC visit and QEP** **Key Elements:** ■ SACSCOC site visit ■ QEP staff hiring ■ Design professional development series ■ Design student communication and engagement plan ■ Campus inventory and engagement ■ Redesign ISA sophomore and senior surveys for HIE-focused data
Academic Year 2024-25 Pilot Phase	**Focus: Student communication (pilot); professional development for faculty/staff/advisors; emphasis on entry-level HIEs** **Key Elements:** ■ Student communication plan rollout ■ Hire student interns ■ Professional development launch ■ Inventory and campus engagement ■ Evaluate technology needs ■ Annual assessment ■ Pilot Phase Retreat - reflect, assess and redirect (as needed)
Academic Years 2025-26, 2026-27 Launch Phase	**Focus: Apply lessons learned in pilot phase to engage entry-level students; emphasis on early collegiate HIEs** **Key Elements:** ■ Student communication (Packways Champions Program) ■ Student mini-grants ■ Certify 4-6 additional PD cohorts ■ Faculty/staff grants ■ Broaden communication ■ 2026 and 2027 assessment meetings ■ Launch Phase Retreat - reflect, assess and redirect (as needed)
Academic Years 2027-28, 2028-29 Growth Phase	**Focus: Scaling and sustaining Packways program; emphasis on upperclass-level HIEs** **Key Elements:** ■ Student communication (outreach to prospective students and alumni) ■ Certify 5 additional PD cohorts ■ Partner with University Advancement ■ 2028 and 2029 assessment meetings ■ Growth Phase/QEP Implementation Completion Retreat – reflect and assess

The work completed by the QEP subcommittees in our Planning Phase (design of communications plans and professional development workshop series, data collection, staff hiring, establishment of Student Advisory Board), will prepare NC State to undertake tasks in five areas in each phase of Packways: (1) student communication and engagement; (2) professional development for faculty, staff and advisors; (3) focus on a select group of featured campus HIEs for each phase; (4) campus communication and engagement; and (5) data/technology.

Pilot (AY 2024-25)

Student Engagement and Communication

Our student focus groups have taught us that perhaps the largest universal barriers to engagement in HIEs are students' lack of awareness of their value, means of access, and time commitment. This is, in part, because we have not spoken collectively and universally about the benefits of HIEs, nor have we employed student peer groups to design and convey that message. Our student communication subcommittee is made up of members of the Student Advisory Board, a panel of students drawn from Student Leadership and Engagement, Campus Community Center leaders, and college and program ambassadors, among others. This student communication subcommittee will implement a wide-ranging, multi-pronged communication campaign aimed at students as they arrive at NC State as first-year and transfer students.

Messaging will be aimed at students in our focus programs: gateway programs that students identify as sources of information (e.g., Living and Learning Villages, first-year seminars and the TRIO program), groups typically underrepresented in HIE participation, and student organizations frequented by entering first-year/transfer populations. Two students will be hired as social media interns and supervised by the QEP director. They will work with the Packways team to design communications on the 'why' of HIEs and how to access them. Modes of communication will

include: campus billboards; social media platforms such as X, LinkedIn, TikTok, and Instagram; The Howl (student government newsletter) and college newsletters; live and recorded presentations by teams of students and HIE facilitators at both pilot program events; and campuswide welcome events like New Student Orientation (Summer 2024), Wolfpack Welcome Week, the Multicultural Symposium, Convocation, and college welcome events (Fall 2024).

This campaign will operate in alignment with a pronounced web presence with two purposes: (1) explaining HIEs and providing guidance for students, their families, and their advisors on how to self-educate about HIEs prior to participation, and (2) identifying gateways for engagement in each type of HIE. Likewise, this group will work to design infographics that will operate as shorthand to indicate to students the benefits of a particular HIE (e.g., focus on teamwork/collaboration, problem solving, global or community engagement). Overall, the goal is to spread the message that HIEs are an integral part of the NC State educational experience – if you are at NC State, you belong in HIEs.

Professional Development: Faculty, Staff, and Advisors

In collaboration with the Office of Faculty Excellence and the Office of Institutional Equity and Diversity, the professional development subcommittees are designing a system of HIEs training for faculty and staff featuring multiple 90- to 120-minute workshops to be completed during the course of a semester or summer, and to be launched in Fall 2024. In the first of these, tentatively titled HIE-101, we will outline the what, why, and the worth of HIEs through student stories and best practices; discuss the parameters that make an activity "high-impact" on our campus; and perpetuate a common campus language around them. A second workshop, HIE-102, will focus on what we have learned from data and student focus groups about barriers in order to build the most equity in HIEs that promote well-being, belonging, and balanced engagement. The third and fourth workshops in our series

will provide guidance and peer support for the development, implementation, and assessment of critical reflective practice in various different types of settings HIEs. Here, HIEs faculty and mentors will receive peer guidance in designing reflection prompts that will generate artifacts appropriate for Packways annual assessment after implementation. All sessions will apply our HIEs Quality Rubric (**Appendix 1: Rubric for Measuring HIEs Quality at NC State**) as guidance towards uniform quality of experiences. After completing HIE-101 and 102, advisors will attend two distinct trainings focused on how to integrate planning for HIEs into student advising and collaborating with colleges to map HIEs to major curricula.

Participants in the training cohorts will receive HIEs certification and compensation and will be invited to help review, revise, and facilitate subsequent trainings and participate in annual assessment. We aim to have two cohorts complete the training in 2024-25 with 30-35 participants drawn from our feature programs for the Pilot Phase, university advisors from across the university, and other faculty and mentors of HIEs directed at underclassmen, as space permits and with particular focus on faculty who teach first-year seminars (e.g. First-Year Inquiry, Life Science and Environmental Science first-year programs) and staff who mentor them (LLVs). Each participant will be tasked with recruiting one participant for subsequent training from their programs and colleges and promoting the Packways to grow our HIEs community of practice.

Feature Programs

The QEP Development Committee has selected three pre-existing HIEs as feature programs (details below) for our Pilot Phase. HIEs selected for the pilot meet the characteristics of HIEs at NC State outlined above, represent different categories of HIEs (academic coursework, work-related experience, and first-year cohort experience), and are accessible to those new to campus in accordance with our goal to begin HIEs preparation early in student careers. Faculty and HIEs mentors from these groups will participate in the above

described professional development series during academic year (AY) 2024-25.

These programs offer us access to a large cross-section of entering NC State students (underclassmen, transfer students, various majors, different backgrounds). Students in these programs will form a crucial test audience for our first-year student communication plan (described above). We will draw participants from these programs for focus groups in order to better understand and eliminate barriers for HIEs participation, and we will recruit students from them to become Packways Champions in subsequent years of the QEP. We will track students in these groups as they progress through their NC State journey in order to study their participation in subsequent HIEs.

The three pre-existing HIEs are:

- **Wicked Problems, Wolfpack Solutions**[20] **(WPWS)** - WPWS is an online, asynchronous two-credit course offered free to all incoming first-year students at NC State. Its premise is to model and involve entering students in interdisciplinary problem solving. Since its inception in 2020, participation has grown to more than 1,000 students each summer, with representation from every college and demographic data which largely mirrors that of the NC State first-year class as a whole. The diversity and size of its target audience make it an ideal pilot program, as does the fact that teaching about and employing metacognition is already a key component of the four-week course. Likewise, the instructors are committed to connecting entering students with many HIEs available to students – such as research, internships, and study abroad – making WPWS a gateway to future HIEs participation.
- **The Provost's Professional Experience Program**[21] **(PEP)** - PEP offers students paid research and other work-related opportunities through a cost-sharing model sponsored by the Provost's Office. In a typical year, PEP provides financial support for more than 500 students to gain valuable on-the-job experience with almost

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[20] Wicked Problems, Wolfpack Solutions wolfpacksolutions.ncsu.edu.

[21] Provost's Professional Experience Program. https://emas.ncsu.edu/about/employers/provosts-professional-experience-program/

300 unique mentors from across the university. Students from all colleges participate, and it is an ideal place for Packways to learn in order to scale up other forms of student employment on campus to 'high impact.'

■ **Transfer Connections Village**[22] - One of the main functions of Living and Learning Villages (LLV) at NC State is to connect resident populations with campus resources and experiences. In other words, they are an excellent gateway to HIEs. Transfer Connections is a LLV dedicated to NC State's transfer student population with 125 residents. Transfer students sometimes face particular obstacles to participation in HIEs, including time commitment and familiarity. By engaging with Transfer Connections Village, Packways can learn from these students about their experiences, barriers, and how to create pathways to participation in HIEs.

Campus Engagement and Communication

In our Pilot Phase, the QEP director will lead the effort of sharing the news of the QEP with the NC State community via 1) regular website and newsletter updates, 2) the maintenance of a QEP dashboard to gauge progress towards outcomes

and goals, and 3) the curation of a campus HIEs best practices toolkit.

Campus Data/Technology

Working with the colleges and campus partners, the campus data/technology group will track student participation in various HIEs across all categories (undergraduate research, first-year seminars, service learning, student employment and work-related experiences, and capstones) in order to establish a baseline for participation. This group will work with campus partners to identify and evaluate a secure technology solution to serve as a HIE inventory, capture student reflections and track student participation data. The group will learn more about systems currently in use by groups such as the College of Agriculture (Howler - an in-house platform) and Poole College of Management (Suitable - an externally developed platform).

Pilot Phase Assessment and Retreat

Assessment of SLOs will take place annually in May. The assessment team will be made up of the QEP staff, members of the development

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[22] Transfer Connections Village. https://housing.dasa.ncsu.edu/residential-communities/living-learning-villages/

committee, and select participants from that year's professional development training series. In the Pilot Phase, this group will assess a random sample of +/- 100 reflection pieces drawn from programs that have completed training. The team members will evaluate data for SLO 1 (*Entry level students will* **articulate** *the value of HIEs to their personal and academic growth and sense of belonging in an educational environment*) and SLO 2 (*Participants in HIEs will* **employ** *critical reflection skills to evaluate a given experience in light of personal/professional goals*). Data assessed during this year will be used to establish baseline data for subsequent assessments of outcomes. The assessment process will consist of one shorter gathering to engage in group rubric norming, followed by a day-long retreat two to three weeks later so the team can complete the assessment, and the QEP director can review and analyze the data for presentation.

The Pilot Phase retreat will also offer an opportunity for the Packways community (including members of the Student Advisory Board as they are available) to review data gathered on participants and from focus groups in order to lessen barriers to participation. It will be a moment to hear from participants about successes and challenges, and especially to give voice to our student members. At the end of the Pilot Phase, we will be in a position to use the data and assessment results gathered during the year to:

- adjust student learning outcomes and targets, as necessary
- determine the best focus programs for the next phase, and
- establish participation growth targets overall and for populations and student groups who may be underrepresented.

Launch Phase (AY 2025-27)

Student Engagement and Communication

In the Launch Phase, we will introduce Packways Champions, a student ambassador group drawn from students already engaged in HIEs through

work with the student communications team, with input from the Student Advisory Board, to act as spokespeople championing the value of HIEs participation to their peers. Packways Champions will collaborate with existing teams of individual HIEs ambassadors (e.g., PackAbroad Ambassadors, Office of Undergraduate Research Ambassadors) on messaging and outreach. The student communications team will make revisions to the student communication plan, as suggested by retreat feedback and results of Pilot Phase assessment of SLO 1. At the same time, this group will expand its scope to work with Parents and Family Services, Enrollment Management and Services, and TRIO pre-college to explore means of promoting HIEs to future members of the Wolfpack and their families. This group will also work with QEP staff to evaluate applications from programs who seek mini-grants to encourage greater participation in HIEs that have a cost barrier (i.e., study abroad, low or unpaid internships, and research).

Professional Development

Faculty, staff, and advising mentors certified in the Pilot Phase will assist QEP staff and the development team in facilitating the training workshops and modules for professional development in the Launch Phase, with six more semester/summer cohorts of roughly 20 campus advisors and HIEs faculty and mentors from across campus whose focus is the experiences described above. By the end of this phase, our goal is to have trained and certified 150 HIEs faculty, co-curricular experience mentors, and advisors (in roughly equal numbers). The professional development subcommittee will also work with campus partners (Office of Faculty Excellence and Office of Institutional Equity and Diversity) to tweak workshop content and design to be applicable to upperclass HIEs for implementation in our final phase. The advising professional development subcommittee will expand collaboration with colleges and departments to adapt existing curricular maps and create new curricular maps for HIEs integration.

Professional development participants from all phases will be encouraged to present findings

on their HIEs at campus events (e.g., Faculty Excellence Conference, Advising Symposium), and travel funds will be made available so that we are sharing our successes with each other and the broader higher education community. This phase will also see the launch of a grant program with funds available for revamping an existing or creating a new HIE. Awards will be made to select proposals (75+), and Student Advisory Board members will assist with the selection process. Preference in selection will be given to proposals for course-embedded HIEs, proposals that target student groups less represented in our first phase implementation, and proposals that focus on communication, teamwork, interdisciplinarity, leadership, entrepreneurship, data and analytics in alignment with the Wolfpack 2030 Implementation Plan objective 1.3.2.

Feature Programs

The programmatic focus of the Launch Phase is to expand to other types of campus HIEs frequented by first-year, sophomore, and transfer students, including study abroad, service learning, course-based undergraduate research (CURES), research experiences for undergraduates (REUs) and other entry-level research and internship and entrepreneurship experiences. We will also expand the scope of student employment experiences to include more PEP and Federal Work Study programs, as well as students employed by Campus Enterprises, University Libraries, Wellness and Recreation, and University Housing – all large employers of students.

Campus Engagement and Communication

In the Launch Phase, this group will work with EMAS (Enrollment Management and Services) and DASA marketing and communication, among other groups, to widely disseminate HIEs stories. This group will also launch an initiative with University Advancement to promote and leverage development opportunities around HIEs. This group and the QEP staff will meet annually during the QEP implementation to review progress, evaluate and modify the implementation plan as

needed, and identify additional activities that must be put in place to ensure the sustainability of the QEP after 2029.

Campus Data/Technology

The campus data/technology group will work with campus partners to implement the selected secure technology solution to host the campus HIEs inventory and to manage data collection for assessment and HIEs participation. The group will also work with the communications group to advise programs about the technology (e.g, functionality) and provide support for its use.

Launch Phase Assessment and Retreat: Assess and Adjust

Annual assessment will proceed in May 2025 in a manner similar to the first phase (two sessions, with time in between for those engaged to assess a sample of reflections drawn from program participants of the previous year). In May 2026, the assessment team will rubric norm and assess all three SLOs (indirect data will be available from the Graduating Senior Survey to provide complementary data and a baseline to compare with results from SLO 3: *Graduating students will **evaluate** integrative learning skills gained in HIEs and **translate** them into increased professional preparedness*). Reflections for this assessment will be drawn from the work of juniors and seniors in HIEs whose mentors have completed our training. The conclusion of the Launch Phase will feature a two-day retreat to discuss assessment results, analyze data, consider successes and challenges, recommend programs for our final phase of implementation and, in particular, consider progress towards HIEs participation targets established at previous retreat.

Growth Phase (AY 2027-29)

Student Engagement and Communication

In the final phase, this group will continue to update its multi-pronged outreach to students, based on feedback from the 2027 retreat and

continued input from the Student Advisory Board. Its other major task for the Growth Phase will be to brainstorm with campus partners modes and means to regularly implement permanent versions of focused student communication in programs identified as HIEs gateways (LLV, WPWS, first-year courses, new student orientation) at the conclusion of the QEP implementation process.

Professional Development

In addition to facilitating the training cohorts for our Growth Phase, where 100 more mentors, faculty, and advisors will become certified HIEs facilitators, the professional development team will work with Instructional Design and Consulting in Digital Education and Learning Technology Applications (DELTA) and other campus partners to fully digitize our training programs into modules that may be used by faculty, staff, and advisors into the future and find a permanent home online for those materials.

Feature Programs

Our final phase will feature five training cohorts with a focus on practitioners of advanced/senior HIEs with emphasis on upperclass students and concluding experiences (capstones and practicums, co-ops, internships, research, and entrepreneurial projects). The final phase of professional development will also be open to mentors of graduate student programs such as the Leadership Learning Institute, Accelerate to Industry, and Preparing the Professoriate.

Campus Engagement and Communication

This group and the QEP staff will meet annually during the QEP implementation to review progress, evaluate and modify the implementation plan as needed, and identify additional activities that must be put in place to ensure the sustainability of the QEP after 2029. This includes evaluating the structures and permanent staff set in place in this plan and recommending changes as needed to 1) maintain the vitality and communication of the community of practice we have created in the QEP, 2) oversee the Packways Champion program, and 3) continuously implement the student communication plan.

Campus Data/Technology

During the growth phase, this group will establish a plan for sustaining the technology solution (e.g., HIEs inventory, participation data) and work with the assessment team to analyze and interpret data.

Growth Phase Assessment, Retreat, and Impact Report

In May 2028, the QEP staff and assessment team will norm and assess all outcomes with sample reflections from year four (this time, with a focus on reflections drawn from upperclass participants in HIEs) in the manner described in previous phases. The third retreat (May 2029) will feature the HIEs campus community coming together to assess the results of our final assessment, celebrate successes of the program, establish means of institutionalizing successful components of Packways and provide guidance to the QEP director in the creation of the SACSCOC Five-Year Impact Report.

Assessment Plan

FIGURE 10:

QEP Logic Model

Rationale (Why?)	■ Greater awareness about the benefits of HIEs will lead to greater participation and greater benefits ■ HIEs that employ intentional critical reflection will help students better integrate learning
Inputs (What have we done?)	■ Inventory of HIEs coursework, co-curriculars, student employment ■ Focus groups to understand and eliminate barriers ■ Review existing data resources (ISA/NSSE)
Activities (What will we do?)	**Build student culture of HIEs:** ■ Educate new students about HIEs and their value ■ Provide intentional student advising to plan for HIEs ■ Engage students in design and implementation of student communication plan **Build Packways Culture:** ■ Train faculty, staff, and advisors in HIEs best practices, furthering student access, critical reflection, and assessment ■ Develop campus-wide communication plan
Outputs (What will we produce and how will we measure?)	**Evidence:** ■ Annual scoring of random sample of +/- 100 student reflections with rubrics ■ Evaluations (course-based HIEs) ■ ISA surveys (sophomore, graduating senior, alumni) ■ Focus group results **Professional Development:** ■ Number of workshops ■ Number of faculty, staff, and advisors certified ■ Number of new HIEs presentations and publications by faculty, staff, and advisors
Outcomes (What results will we achieve?)	**Short- and mid-term outcomes:** **SLO 1:** Entry level students will **articulate** the value of HIEs to their personal and academic growth and sense of belonging in an educational environment. **SLO 2:** Participants in HIEs will **employ** critical reflection skills to evaluate a given experience in light of personal/ professional goals. **SLO 3:** Graduating students will **evaluate** integrative learning skills gained in HIEs and **translate** them into increased professional preparedness. **Long-term outcomes:** ■ Improvement in HIEs participation numbers ■ Improvement in sense of belonging ■ Improvement in sense of workplace preparation, reflection and integration

Direct Measures

Our primary means of assessment will be student reflections. In May of each year of our QEP, we will select a random sample of +/- 100 reflections completed by students in HIEs whose faculty and mentors have already completed our training cycle and implemented reflection assignments designed with our outcomes in mind. The reflection sample for annual assessment will be drawn from a variety of curricular and co-curricular HIEs. As indicated in our implementation plan and timeline in **Figure 9**,

the QEP director, development team, and faculty, staff, and advisors who complete our training, will form a given year's assessment team. Our rubric can be found in **Figure 11**. The QEP Development committee created this rubric by considering several models, discussed in conjunction with each learning outcome. We created the rubric with a certain flexibility so that it would be applicable to different types of HIEs and varied modes of reflection (written, digital, etc.). Each benchmark for each learning outcome will be measured on a scale of 1-3, with scores of 2 or better being our target for each learning outcome.

FIGURE 11:

Rubrics for Student Learning Outcomes (SLO) 1-3

SLO 1			
Entry-level students (new first- and second-year students and transfer students) will **articulate** the value of HIEs to their personal and academic growth and sense of belonging in an educational environment. Target=Developing			
Benchmark	**Novice (1)**	**Developing (2)**	**Competent (3)**
Students will articulate and communicate the value of an HIE.	General and descriptive, weak communication	More detailed description, identifies a value, with basic analysis, precise communication	Identifies multiple concrete values through analysis, clear communication
Students will connect HIE to personal/ professional growth.	Little or no discussion of potential or actual application	Identifies skills in description with some analysis	Discussion of skills and plan for application (questioning/ critique)
Students will rate their sense of belonging in HIE as an educational environment (e.g. peer support in experience, faculty/mentor support in experience, well-being in experience).	No or little sense of belonging	Developing sense of belonging	Fully developed sense of belonging

SLO 2

Participants in HIEs will **employ** critical reflection skills to evaluate a given experience in light of personal/ professional goals.

Target=Developing

Benchmark	Novice (1)	Developing (2)	Competent (3)
Communication skills in reflection	General and descriptive	More detailed description, some questions	Evidence of "thinking about thinking," (e.g. discussion of thought processes or what students do/don't know) consideration of multiple perspectives, critique
Analysis/meaning making of experience	Purely descriptive	Attempts analysis, lacks depth	Evidence of self- understanding, metacognition, and potential for application
Interconnections between collegiate experiences	Little evidence of connections	Some connections to other experiences	Connections to other experiences and to future professional/ personal goals

SLO 3

Graduating students will **evaluate** integrative learning skills gained in HIE and **translate** them into increased professional preparedness.

Target=Developing

Benchmark	Novice (1)	Developing (2)	Competent (3)
Connections to experience	Identifies connections with life experience similar or related to own	Identifies connections, similarities, and also perspectives different than their own	Synthesizes connections across experiences in/out of the classroom to deepen understanding of fields of study and self
Transfer of skills/abilities gained in one situation to new situations	Basic use of skills	Applies skills to new situations/ solve problems	Uses skills to explore problems in original way and/or solve complex problems
Self-assessment of how experiences prepare student for continued critical thinking, leadership, professionalism and/ or teamwork in future workplace	Describes performance in general terms of success/failure	Shows self- awareness in terms of effectiveness, strengths, and challenges	Meets previous benchmarks plus articulates a plan for applying learning in career/life that builds on past experiences

SLO 1: **Entry-level students (first- and second-year new students and transfer students) will articulate the value of HIEs to their personal and academic growth and sense of belonging in an educational environment.**

We begin with this outcome because we wish to measure and increase the value our students place on HIEs. Through this QEP, we will improve students' understanding of the WHAT, HOW, and WHY of HIEs as they initiate their NC State careers. SLO 1, its benchmarks, and rubric were developed with reference to several of the AAC&U (2009) VALUE rubrics, as well as the "Sense of Belonging Scale-Revised" from Hoffman et al. (2002), "Investigating 'Sense of Belonging' in First Year College Students." Our initial target (subject to revision at annual assessment meetings) is that 80% of student reflections will achieve a score of 2 or better on each benchmark level of the **SLO 1 rubric** based on a 3-point Likert scale.

SLO 2: **Participants in HIEs will employ critical reflection skills to evaluate a given experience in light of personal/ professional goals.**

SLO 2 measures reflection – the centerpiece of our QEP. We strongly believe structured and critical reflection is essential for students to connect academic and co-curricular experiences, enhance student metacognition, and boost confidence during their time at NC State as they think ahead to careers, graduate school, and life after university. SLO 2, benchmarks, and rubric were developed through study and adaptation of Ash and Clayton's (2009) "DEAL Model for Critical Reflection," as well as sample rubrics found on the University of Edinburgh's (2022b) "Reflection ToolKit" website's assessment rubrics page. Our initial target (subject to revision at annual assessment meetings) is that 80% of student reflections achieve a score of 2 or better on each benchmark level of the **SLO 2 rubric** based on a 3-point Likert scale.

SLO 3: **Graduating students will evaluate integrative learning skills gained in HIEs and translate them into increased professional preparedness.**

Data provided by Institutional Strategy and Analysis (ISA) tells us that from their first year to senior year, NC State students place significant value on the cultivation of skills that they may apply in careers and lives after graduation. SLO 3 will allow us to better understand how students feel they acquire these skills in the totality of their NC State experience. The SLO 3 benchmarks and rubric were developed through an adaptation of the AAC&U (2009) Foundations and Skills for Lifelong Learning and Integrative Learning VALUE rubrics. The latter defines integrative learning as "an understanding and disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond campus."[23] Attainment of integrative learning provides the ideal capstone of our QEP, which aims to guide students to HIEs, help them comprehend gains achieved, and determine how to apply those gains across contexts. Our initial target (subject to revision at annual assessment meetings) is that 80% of student reflections achieve a score of 2 or better on each benchmark level of the **SLO 3 rubric** based on a 3-point Likert scale.

Indirect Measures

To complement our findings from direct measures assessment, we will encourage course-based HIEs to include questions about reflection, mentorship, and overall impact on professional preparedness in end-of-semester evaluations. In addition, we will make use of the existing Sophomore and Graduating Senior Student Surveys conducted by ISA to address student perception of their own learning. These two surveys already ask a variety of questions pertinent to Packways. We have begun conversations with ISA to revise these surveys

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[23] AAC&U Integrative Learning VALUE Rubric https://assessment.unc.edu/wp-content/uploads/sites/1284/2022/08/AACU_IL_ValueRubric.pdf

before their next iteration (2025 and 2024-25, respectively) to allow us to generate more precise data to complement our direct measures by:

- Creating a more comprehensive category of HIEs that includes course-based, first-year seminars and capstones
- Disaggregating *who* participates (not only by racial/ethnic group and transfer status, which we already measure, but also first generation and Pell status),
- Identifying *how* students distinguish HIEs from other activities
- Measuring *how* they assess these experiences in terms of competencies gained.

Finally, this collaboration is an opportunity to think with ISA about means to increase participation rates in surveys, especially the Sophomore Survey.

The **Sophomore Survey** currently asks about mentored research outside the classroom, study abroad, student teaching, and work experience. We will want to expand this list to include service learning, internships, and entrepreneurial work and to group these activities together as HIEs. A two-part question will read, "Which of the following HIEs did you participate in" with a list, followed by a second question about the degree to which the activity "contributed to personal/professional growth." A third item will ask in two parts why students *did not* participate in particular activities, and what it might take to engage them.

In addition, the Sophomore Survey asks for student self-perception of knowledge and skills gained in their collegiate careers so far. Several response choices map to the benchmarks for our SLOs – a few of which are also highlighted in 1.3.2 of the Wolfpack 2030 strategic implementation plan, calling for greater engagement in high-impact practices (in italics below): *writing and presenting*, solving real world problems, reflection, *leadership and teamwork*, and lifelong learning. These skills also map to the American Association of Colleges & Universities' (AAC&U) Essential Learning Outcomes (AAC&U, 2024a) for student success and workforce preparation, as well as the National Association of Colleges and Employers

(NACE)'s widely referenced Career Readiness competencies (NACE, 2022), both of which informed our rubric formation.

Finally, the sophomore survey asks students about belonging and community at NC State in general, in their majors, and in student organizations. We will revise this portion so that HIEs are specifically articulated within this grouping of educational milieux. We will use the results of the scheduled 2025 and 2028 surveys to determine general growth in awareness of and participation rates in HIEs, as well as improvement in knowledge, skills and belonging across campus that may be related to the QEP process.

The **Senior Survey** is relatively similar in structure and content to the sophomore survey but includes more detail about types of HIEs (including internships, service learning, etc.). We will implement the same revisions described above (more categories for disaggregation, grouping HIEs intentionally, and asking specifically for assessment of experience) and work with ISA to add a question asking students to evaluate their level of integrative learning to map to our direct measure assessment of SLO 3. The 2021-22 Senior Survey results showing participation percentages for some HIEs (**Figure 12**) and overall perception of skills' growth while at NC State (**Figure 13**) will provide us general baselines for the campus, and surveys scheduled for 2024-25 and 2027-28 will document changes in both participation rates and confidence in skills directly correlated to HIEs. By the time the QEP reaches full implementation, we anticipate seeing far more participants in HIEs across the board as compared to 2022. We anticipate that well above sixty percent of respondents will feel that NC State **very much** contributed to their writing, ability to solve real-world problems, reflection, leadership, teamwork and collaboration, and lifelong learning. By increasing access to, understanding of, and participation in quality HIEs at NC State, and reflection and integrative learning as educational practices writ large, we will increase these scores so that more students leave NC State feeling the university at large, and experiential learning in particular, greatly increased their metacognitive skills and career readiness.

FIGURE 12:

Percentage of HIE Participation (Senior Survey 2021-2022)

■ internship ■ research with faculty ■ employed on campus ■ service learning ■ study abroad
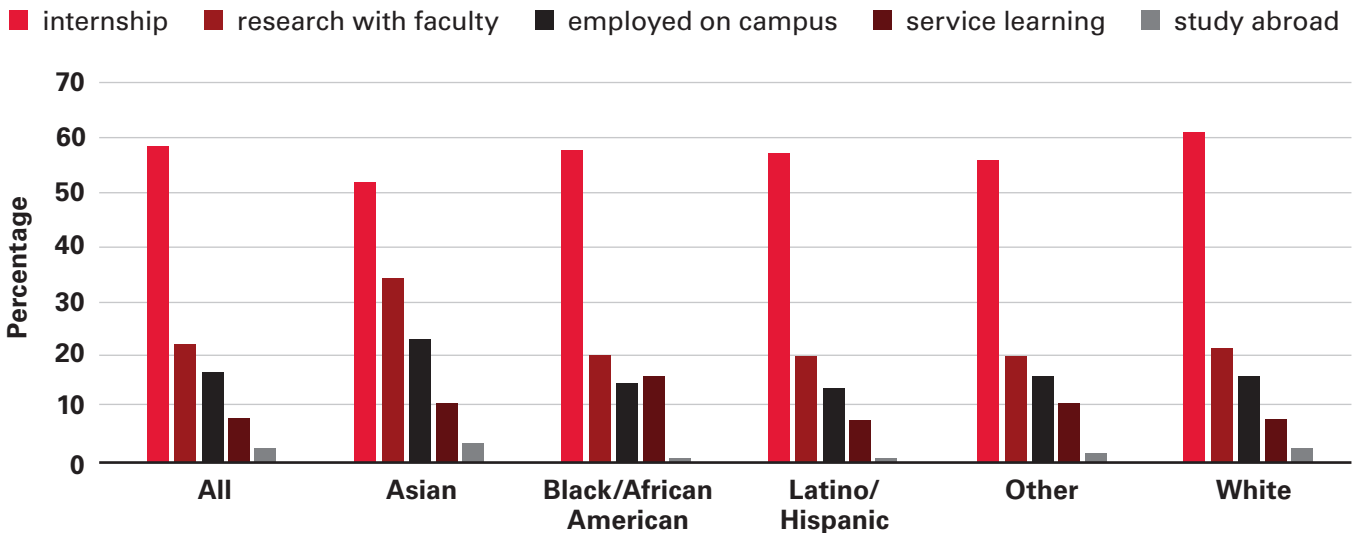
FIGURE 13:

Percentage of Students Who Felt NC State Contributed Very Much to Their Skills' Growth (Senior Survey 2021-2022)
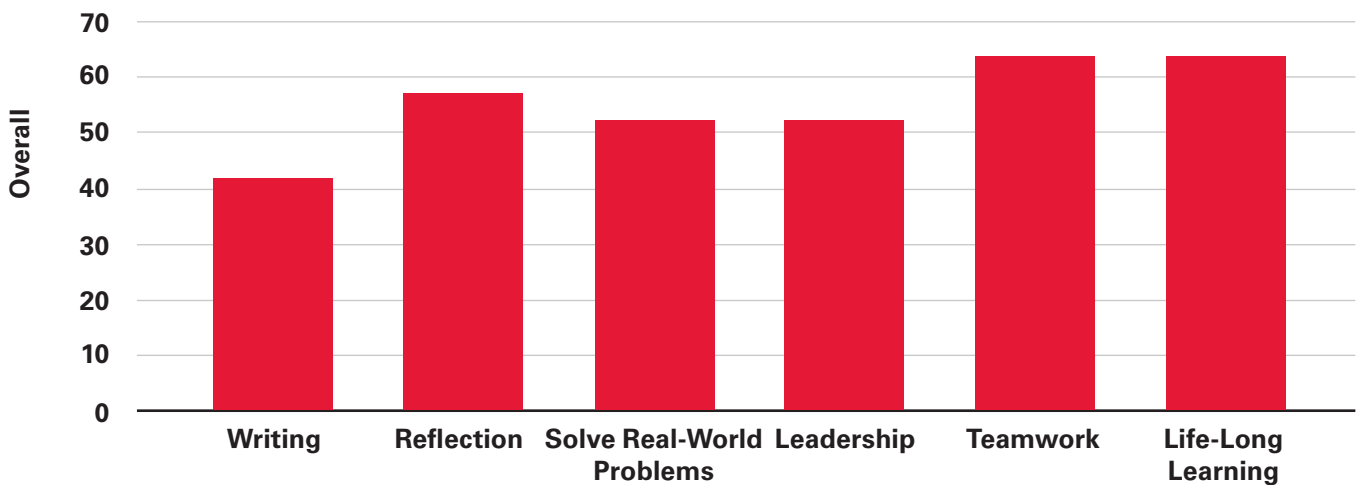
Measuring the Growth of Packways

Finally, the QEP staff will annually measure the growth of our Packways culture, considering the following metrics with goals indicated in parentheses:

■ Number of trainings held (14) and participants who complete (200+)

■ Number of new HIEs developed and implemented (15+)

■ Amount awarded in mini grants to faculty/staff professional development ($120,000)

■ Amount awarded in mini grants to facilitate student (500) participation in HIEs ($500,000)

■ Number of students employed by QEP as Champions, interns or advisory board members (50+)

■ Total number of students participating in at least one HIE (10% annual increase from baseline number established in Pilot Phase)

Institutional Capability

FIGURE 14:

Packways Budget

	Year 0 (2023-2024)	Year 1 (24-25)	Year 2 (25-26)	Year 3 (26-27)	Year 4 (27-28)	Year 5 (28-29)	Total
Administration Personnel	$14,000*	$150,000	$150,000	$150,000	$150,000	$150,000	$764,000
Operations/Travel	$2,000	$8,000	$8,000	$8,000	$8,000	$8,000	$42,000
Community Personnel	$30,000	$75,000	$120,000	$120,000	$120,000	$120,000	$585,000
Operations	$500	$1,000	$2,000	$2,000	$2,000	$2,000	$9,500
Development Grants and Awards	–		$20,000	$20,000	$40,000	$40,000	$120,000
Student Personnel	$10,000	$20,000	$55,000	$55,000	$55,000	$55,000	$250,000
Operations	$2,000	$3,000	$5,000	$5,000	$5,000	$5,000	$25,000
Engagement Grants	–		$125,000	$125,000	$125,000	$125,000	$500,000
Total	$58,500	$257,000	$485,000	$485,000	$505,000	$505,000	$2,295,500

*Year 0 = Interim Director stipend and funding for graduate intern.
Note: The budget including personnel, salaries, benefits and other expenditures will be reviewed each year to incorporate inflationary and mandatory adjustments as well as programmatic pivots based on assessment.

Budget Narrative

Developing, implementing, and evaluating Packways requires significant financial resources (see **Figure 14**) and institutional support. The university is prepared to provide both in order to ensure Packways is successful. NC State's chancellor's and provost's offices, along with leadership across the institution, are fully committed to support Packways. The costs outlined in **Figure 14**, do not include annual dollars already spent on HIEs at NC State such as PEP, LLVs, the Office of Undergraduate Research, or courses where HIEs are already embedded.

Packways Administration: Personnel, Operations, and Travel Expenses

■ Administration Personnel: The Office of Assessment and Accreditation (OAA), within the Office of the Executive Vice Chancellor and Provost, and the Division of Academic and Student Affairs (DASA) will provide strategic guidance, direction, and assessment and evaluation support for the QEP. Further, OAA will provide financial support and resources for the QEP to achieve its vision, goals and outcomes.

The interim QEP director agreed to a $10,000 salary supplement for the period September 2023-May 2024. In Spring 2024, the QEP director, a FTE (full-time equivalent) position will be hired along with a graduate intern. The QEP director will report to and collaborate with university administration (OAA, DASA) to provide day to day oversight including assessment, chair committees, oversee grant programs, manage communications, scheduling, media, and supervise all undergraduate student staff. This position is essential and will work closely with various stakeholder groups to develop, implement, and assess Packways.

■ Administration Operations and Travel: This budget category includes conference registration fees and travel expenses; marketing and communications support (promotional videos, printing, etc.); and web design and support.

Packways Community: Personnel, Operations, and Development/Travel Grants

■ Personnel: This budget line item covers $3,000 supplemental compensation for 10 faculty, staff, and advisors to assist the QEP staff in the instructional design of our workshop series (Spring/Summer 2024) and/or to act as instructors for the first cohort.

■ Personnel: This budget line item covers $3,000 supplemental compensation per faculty, staff, and professional advisor who a) engages in Packways workshops; b) implements critical reflection and other best practices and/or

includes HIEs in holistic student advising; and c) agrees to participate in assessment the year of their training or facilitate a professional training workshop the subsequent year, and/or assists in the creation of digital training modules in the final year.

We have budgeted for 15 trainees who will fulfill the above responsibilities in the first year and each year after until the final year of implementation when some of the trainees will assist in the creation of e-training modules. Trainees who do not agree to serve as future facilitators will receive $2,000 upon completion of workshops, implementation, and assessment. We envision around 200 mentors and advisors will be certified at the conclusion of the QEP. Our budget estimate represents an annual cost averaged over five years and is based on participation at a level comparable to what was seen with the previous NC State QEP TH!NK workshops. Development of a strong and ever-growing Packways community of practice is essential to creating a culture of HIEs on campus.

■ Operations: This budget line item is for expenses related to the workshops and other community activities (e.g., materials, refreshments, and space rental for assessment meetings and Phase I-III retreats).

■ Development Grants and Awards: Beginning in the Launch Phase (AY 25-26), we will encourage faculty, staff, and advisors who have completed the training process who want to research and develop new HIEs or improve existing ones to apply for small development grants (up to $2,500 per grant, with the potential of matching funds from the colleges). New HIEs should not duplicate existing programs, but should focus on access for underserved populations and/ or focus on course-embedded HIEs or areas identified for growth in the Wolfpack 2030 Implementation Plan 1.3.2 (communication, teamwork, interdisciplinarity, leadership, entrepreneurship, data and analytics). Those who have completed training may also apply to these grants for the purpose of presenting on HIEs development and success at professional conferences.

- In the Growth Phase of Packways (AY 27-28, 28-29), we will also recognize Packways Champions (faculty, staff and advisors) annually who have made outstanding contributions to the success of the QEP ($3,000 award per recipient). In total, grants and awards funds will provide professional development support and recognition for NC State faculty, staff, and advisors.

Packways Champions: Personnel, Operations, and Engagement Grants

- Personnel: Student support and input is essential to the success of our QEP. In Fall 2023, we hired two student data analysts who are being paid in collaboration with the Provost's Employment Program. During the QEP, we are planning for two levels of paid student engagement. We will hire two social media interns to assist with the student communications plan in the Spring/Summer 2024. These student positions will continue indefinitely.

  In the Launch Phase (AY 2025-26) we will hire five students/year with HIEs experience distributed across colleges and majors to be Champions. They will attend events like open house and welcome weeks, and will work in partnership with the student communications committee and social media interns to design/create media (social media, podcasts, promotional videos) promoting participation in HIEs and the message that all students belong (and should engage) in HIEs throughout their time at NC State. We know that students prefer to hear from other students and to learn directly from their experiences. Therefore, Champions will serve an important role in raising awareness (and generating buzz) among students, which is critical to a culture shift on campus.

  Finally, Student Advisory board members (10 students drawn from diverse student groups, ages, and experiences) can serve up to two terms of one academic year each. They will meet monthly during the academic year with the QEP staff and the development team to provide a student perspective on HIEs

at NC State. They will assist with selecting recipients for student development awards and community development grants. At the end of their term of service they will receive up to $500 per student to be put towards participation in a HIE or graduation regalia (if they are seniors).

- Operations: This budget line item covers food, materials, and equipment/costs for media campaigns.

- Engagement grants: Some students simply cannot engage in HIEs with associated costs (e.g., study abroad, low/unpaid internships, or research positions). As one of our focus group students put it, "I will be graduating in December, but I really wanted to study abroad. I won't get the chance to now with graduation, but the biggest issue was absolutely money." Others won't consider costly HIEs without some financial encouragement. Small financial grants provide both financial assistance and the sense of social support many students need. We will work with campus partners, including the Study Abroad Office, the Office of Undergraduate Research, the Career Development Center and the colleges, to disperse these funds to support up to 500 students during the implementation of Packways. These and other HIE programs will be encouraged to apply to the QEP staff for funds to distribute in support of students with identifiable needs who cannot otherwise participate without financial support. We will encourage these partners to supplement or match Packways funds for HIEs participation support. In no way will the amount budgeted here support all those students for whom finances are a barrier, but it will allow us to collect stories as indirect evidence to supplement the work our inventory team will do to be able to predict more closely what types of students are missing HIEs and how much support they need. This will allow us to develop a plan to seek external support for costly HIEs for the future.

Conclusion

NC State is ready to launch Packways: Learning by Doing after many months of institutional planning, evaluation, and broad-based participation by a diverse representation of university stakeholders. With a focus on HIEs, Packways will:

- Provide students with access and clear pathways to consistently high-quality HIEs beginning in their first semester. We will know we have achieved this goal when we are able to reasonably track how many students at NC State participate in HIEs, and those numbers are higher than the initial baseline established in the inventory – especially amongst first-generation students, transfer students, and underrepresented students.

- Help students gain a better understanding of the value of these experiences as key components to achieving their personal and professional goals, and provide guidance in critical reflection practices to enhance academic well-being and life-long learning. We will know this has been achieved when our assessment data confirms that not only are more students accessing HIEs, but they are experiencing a sense of belonging through them and finding the ability to integrate them into their careers using the skills of critical reflection.

- Ensure students can demonstrate to themselves, stakeholders, and future employers the achievements and competencies gained from HIEs. We will know this has been achieved when our data shows that students graduate with greater confidence in their ability to reflect, solve problems, communicate, lead, and work collaboratively, and that they feel well prepared for career and life.

Combined, these Packway goals support our overarching strategic plan goal from Wolfpack 2030 to empowering our students for a lifetime of success and impact.

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Appendices

APPENDIX 1:

Rubric for Measuring HIEs Quality at NC State

QEP Rubric:
HIEs faculty and co-curricular mentors will use this rubric to assess the HIEs they oversee before and after participation in Packways workshop series with the goal of making changes post-training to bring the experience to highest quality. The elements in this rubric are drawn from the NC State definition of HIEs.

Element	Baseline	Improving	Highest Quality
Length of experience	At least one week but shorter than one month	One month or more but less than a semester	Multifaceted engagement regularly over a semester or more for multiple hours/day for a shorter period of time (e.g. ASB)
Level of engagement	Engagement at the beginning and end of the experience	Engagement at regular intervals during the experience but not multifaceted	Multifaceted engagement regularly throughout the experience
Experience features mentoring and/ or collaborative work opportunities	Experience has a faculty or staff mentor and/or opportunities for collaboration	Experience has a mentor who designs collaborations with intention (e.g. establishes expectations for mentors and students, applies mentoring training, provides structured activities for collaborative work)	Experience has a mentor or collaborative component that is integral to the experience, resulting in one-on-one mentoring with student participant to reflect on importance of mentorship and/ or multiple collaborations and reflections on them
Access, inclusion, belonging and well-being	Experience includes a formal introduction/ orientation experience explaining how to be engaged and the benefits of engagement in the experience.	Experience includes varied techniques drawn from HIEs or other trainings to recruit student participants and to welcome students from a variety of backgrounds	Experience presents a plan/ demonstrates evidence of recruitment/retention of students with diverse experiences and visibly implements tools to curate sense of well-being/belonging with all those involved
Reflection	Experience requires one reflective assignment after participating in the HIE	Experience requires reflective assignments at multiple points that are intentionally designed (with reference to DEAL or other models) to teach critical reflection skills	Experience requires reflection assignments (journaling, etc.) throughout the HIE with an emphasis on realizing connections to other experiences and plans for future integration
Communication	Experience requires student to write, speak, or present about the experience upon its conclusion	Experience requires the student to write, speak, or present about the experience at its conclusion that includes analysis and self-critique of its impact	Experience requires critical analysis in writing but also some sort of public demonstration of knowledge that engages critical reflection skills in terms of impact

APPENDIX 2:

Campus HIEs Inventory (2023-24)

Keywords

In order to ensure that we captured and classified the range of high impact experiences (HIE) appropriately, we conducted a literature review [**Boyer** (2022), the **University of South Carolina** (2021), and **Bray, Kuh and Kinzie** (2018)] on elements defined or identified as high-impact so that we could develop a list of keywords to produce our inventory at NC State. Boyer (2022) and the University of South Carolina (2021) provided us with a general idea of the types of questions that would be asked from our data, how the QEP could be shaped, ideas about how to collect and structure our data, and ways this data could positively change the students' experience at NC State. These studies also touched on their classification of HIEs, thus providing us with some examples to frame our definition and to generate a keyword list. Furthermore, research by Kuh (2008) and Kinzie (2012) gave us concrete metrics to assess experiences in order to label them as high impact or not. They provided the '8 Measures of HIE Effectiveness' and the 'Outcomes of an HIE' rubrics. These rubrics were clear and concise, and provided the foundation for our definition and keywords.

After establishing these general contours of an HIE, and reviewing some helpful examples, we were able to systematically review those offered at NC State. Our team regularly met over the course of Fall 2023 to evaluate the accuracy of our keywords and their efficacy at capturing results for our inventory. These feedback steps ensured that we followed a somewhat uniform framework of procedures as closely as possible. Our keywords included Study Abroad, Capstone Courses, First-Year Seminars, Internships, Community-Engaged Learning, Mentored Research, and Diversity Learning Opportunities.

Process

Our team determined that the easiest way to collaborate and collect data for the inventory was to use a password-protected and access-limited Google Sheet. Separate tabs for each of the eleven colleges were then divided up amongst team members who proceeded to examine the website of each department and college to record all HIEs. We began by first recording the most obvious HIEs, which included study abroad programs and student service organizations. Although we regularly referred to our working definition and keywords when identifying HIEs to ensure they were appropriate, some such as the aforementioned examples were present in practically every college, so we felt comfortable including them in our inventory without constantly discussing their descriptions or deliberating as a team. Our next typical step for each department reviewed was to refer to the NC State course catalog to identify courses that could be high-impact based on their detailed description. Examples of courses that were considered high-impact were internships, courses with service learning components, field research classes, senior capstones, and many others that may have not fit in a specific course category but still, by our definition, displayed the characteristics of an HIE. Finally, we went through all publicly-available websites to screen thoroughly for any unique HIEs. For example, the College of Sciences had many research opportunities that were separate from formal coursework, and the College of Natural Resources included summer camp experiences. Since these examples differ greatly from college to college and we wanted to ensure we captured each unique one.

Preliminary results

Below is an estimate of the total HIEs by college. We will continually solicit feedback, input and correction, making the HIEs inventory a dynamic work in progress that can and should be updated. We've inventoried a total of 799 HIEs thus far:

- College of Agriculture and Life Sciences (CALS) ~ 93 HIEs
- College of Design ~ 27 HIEs
- College of Humanities and Social Sciences (CHASS) ~ 90 HIEs
- College of Education ~ 20 HIEs
- College of Engineering ~ 166 HIEs
- College of Natural Resources (CNR) ~ 100 HIEs
- Poole College of Management ~ 85 HIEs
- College of Sciences ~ 102 HIEs
- College of Textiles ~ 26 HIEs
- College of Vet Medicine ~ 58 HIEs
- University College/DASA ~ 32 HIEs

Since the HIEs we discovered were college-specific, there were several patterns we noticed when adding to our inventory sheet and categorizing. For example, in CALS, research opportunities were prominent, with 36 total, making it the most notable keyword in this section. We identified courses that were researched-based, along with undergraduate and graduate research opportunities aside from topics in class. HIEs in the College of Design were particularly project- and research-focused, with a persistent emphasis on collaboration. CHASS HIEs focused heavily on cultural/diversity and experiential learning. This can be seen in the many courses and student-centered organizations included as HIEs with this characteristic. HIEs in the College of Education consisted mainly of licensures and capstone courses, which may be expected as professional development and field experience are important to this study.

Next steps for HIEs Inventory

Although our team utilized the websites of each department and college to identify HIEs for inclusion in the inventory, there are likely more HIEs to be uncovered. In Spring 2024, we will:

- Perform quality control on current inventory to eliminate duplicates. This will allow us to have an accurate total HIEs count and reduce redundancies and errors.
- Outreach to departments, colleges and programs to resolve all data gaps we have identified and determine if specific programs are currently active. This individual consultation with department and college leaders may elucidate any unique HIEs that we missed with our keywords.
- Foster detailed conversations/generate feedback from HIEs mentors to determine whether the experiences we've included fit our parameters of an HIE.
- Use this information to strive towards creation of a campus dashboard of HIEs participation in order to create precise data-informed targets for Packways success.

APPENDIX 3:

Focus Group Worksheet and Overview of Fall 2023 Campus Focus Groups

Focus Group Discussion Questions

NC State faculty and staff strive to create experiences that are impactful for student growth. Impactful experiences are meant to spark creativity and have a powerful effect on a situation or person. Please take a moment to consider your experiences during your time at NC State.

1. What experiences have been most impactful to you during your time at NC State?
   - Prompt if necessary: Impactful experiences could be related to specific courses, assignments, events, programs, organizations, activities, or something else at NC State.

I am now going to distribute a short worksheet (**results on page 54**) with two questions. These questions ask you about something called "High Impact Experiences." These experiences that NC State faculty and staff design to be highly impactful. Please take a moment to read and respond to those questions.

2. How did you learn about the high-impact experiences that you've marked on your worksheet?
3. Think about the experiences in which you have participated. What are some of the reasons you participated in those experiences?

4. Do you think your experiences had a high impact on you? How? Why or why not?
   - Prompt: Were some experiences more impactful than others? What made an experience more impactful than another?
5. Imagine that one of your friends is considering participating in one of the experiences you just described. What would you say about your experience to encourage your friend to participate?
6. What concerns or challenges would you share about the experience?
7. Now, think about the experiences you want to participate in but have not done so. What are the reasons you have not participated?
8. One of the ways to maximize the benefits of high impact experiences is to reflect on them. Prior to our conversation today, in what ways have you reflected on the impact of these experiences?
9. NC State is very interested in supporting students' reflections. What resources could NC State provide to support your reflection and document your experiences?
10. Some High Impact Practices may award or recognize participation. What kinds of awards or recognition are most valuable to you?
11. What else would you like us to know about your experiences with High Impact Practices at NC State?

Focus Group Worksheet

1. At NC State, curated and impactful experiences are called High Impact Experiences. Have you heard of the phrase "High Impact Experiences" before this focus group today?

   ☐ yes   ☐ no

2. Examples of High Impact Experiences include: study abroad, writing intensive courses, internships, service learning, undergraduate research, living and learning communities, participation or holding an officer position in a club, etc.

Please review the list of experiences below. Please use an X to indicate which experiences you want to participate in while you're at NC State. Please also indicate whether you've actually participated in that experience. You may use the remaining space to write in other high impact experiences as appropriate.

I want to participate in this experience while at NC State	High Impact Experience	I have participated in this experience while at NC State
	Study Abroad	
	Undergraduate Research	
	Internship	
	Service Learning	
	Living and Learning Community (Village)	
	Writing Intensive Course	
	Capstone Class	
	Club or organizational leadership	
	Teaching Assistant	
	First Year Inquiry (FYI)	
	Honors or scholars programs	

What other experiences have you had that you consider impactful that is not represented on this list?

Focus Group Worksheet Results

I want to participate in this experience while at NC State	High Impact Experience	I have participated in this experience while at NC State
23	Study Abroad	6
20	Undergraduate Research	7
20	Internship	8
17	Service Learning	3
3	Living and Learning Community (Village)	24
4	Writing Intensive Course	4
12	Capstone Class	2
10	Club or organizational leadership	20
15	Teaching Assistant	1
1	First Year Inquiry (FYI)	3
6	Honors or scholars programs	8

SACSCOC Steering Committee, 2021-23

The SACSCOC Steering Committee convenes from Fall 2021 through reaffirmation in 2024 to provide strategic assistance for completing SACSCOC reaffirmation narratives, developing the QEP topic proposal process, and preparing for the SACSCOC on-site meeting(s).

- **Co-Chair:** Warwick Arden, executive vice chancellor and provost
- **Co-Chair:** Fashaad Crawford, vice provost for assessment and accreditation
- Carolyn Argentati, Donald E. Moreland Deputy Director of Libraries
- Charles Clift, university registrar
- Paula Gentius, chief of staff to the chancellor
- Ursula Hairston, assistant vice chancellor for human resources strategy
- Peter Harries, dean of Graduate School
- Mark Hoit, vice chancellor for information technology
- Don Hunt, senior vice provost for enrollment management and services
- Duane Larick, senior vice provost for academic strategy and resource management and chief of staff to the provost
- John Lee, associate dean for faculty and academic affairs
- Charlie Maimone, vice chancellor for finance and administration
- Mary Peloquin-Dodd, associate vice chancellor for finance and university treasurer
- Doug Morton, associate vice chancellor for facilities
- Allison Newhart, vice chancellor and general counsel
- Margery Overton, senior vice provost for institutional strategy and analysis
- Donna Petherbridge, interim vice provost for DELTA
- Marielle Pocan, assistant for communications, Provost's Office
- Timothy Reid, student representative
- Sheri Schwab, vice provost for institutional equity and diversity
- Doneka Scott, vice chancellor and dean, division of academic and student affairs
- Bret Smith, senior associate dean for curricular and academic affairs
- Katharine Stewart, senior vice provost for faculty and academic affairs
- Kelly Wick, director of special projects and planning, provost's office
- Chris DePerno, faculty representative

QEP Planning Team, 2021-23

The QEP Planning Team, which comprises some members of the SACSCOC Steering Committee, convenes from Fall 2021 through Spring 2023 to guide the overall QEP planning process from pre-proposal guidance to topic selection, proposal development and QEP implementation.

- Fashaad Crawford, vice provost for assessment and accreditation
- Duane Larick, senior vice provost for academic strategy and resource management and chief of staff to the provost
- Katharine Stewart, senior vice provost for faculty and academic affairs
- Doneka Scott, vice chancellor and dean of the division of academic and student affairs
- Don Hunt, senior vice provost for enrollment management and services
- Kaitlyn Mittan, director of assessment and accreditation
- Matt Lengen, graduate assistant

Call for Pre-Proposals

From: **NC State University** <broadcaster@ncsu.edu>
Date: Wed, Oct 27, 2021 at 8:16AM
Subject: Call for Pre-Proposals: NC State's Next QEP

If you are having trouble reading this email, you may view the online version.

NC STATE UNIVERSITY

October 27, 2021

Call for Pre-Proposals: NC State's Next QEP

Dear NC State community,

The 2024 SACSCOC Reaffirmation Steering Committee is pleased to invite the NC State community to participate in the development of pre-proposals for the university's 2024-2029 **Quality Enhancement Plan** (QEP). The QEP is an integral component of NC State's Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation of Accreditation process. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue NC State considers important to improving student success. The topic of the QEP may be something that is already underway, or it may represent a new initiative.

2024 Reaffirmation: A Focus on Student Success

Student success will be the focus of NC State's new QEP. NC State characterizes student success as the ability to succeed academically, professionally and personally, to embrace a commitment to lifelong learning, and to become informed, engaged, job-ready and productive members of society (adapted from the Division of Academic and Student Affairs (DASA) Strategic Plan). There are many aspects of student success. Nationally, institutions of higher education track student success outcomes like matriculation, retention and graduation. NC State measures many student success outcomes, including those identified in our Performance Agreement with the UNC System Office and metrics that are unique to our campus and student population.

Visit the QEP website for more information about student success at NC State and details on NC State's previous QEP, TH!NK, which focused on general education and instructional strategies to develop students' critical and creative thinking skills. Given the success of TH!NK, the current call for pre-proposals is not intended to re-engineer the General Education Program.

QEP Informational Workshops Presentation

NC STATE UNIVERSITY

Workshop Objectives

- Explain the purpose of a Quality Enhancement Plan (QEP)
- Outline the pre-proposal process
- Discuss student success at NC State: definitions and alignment with the Strategic Plan
- Describe the pre-proposal guidelines and selection criteria
- Discuss possible student success topics for the QEP, relevant data sources and appropriate methods for measuring impact

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Workshop Overview

- Welcome - Provost Warwick Arden
- Introduction to NC State's Next QEP - Dr. Fashaad Crawford
- QEP Planning and Development Process - Dr. Katharine Stewart
- QEP Focus on Student Learning and Student Success - Dr. Doneka Scott and Dr. Don Hunt
- QEP Pre-Proposal Guidelines and Evaluation Criteria - Kaitlyn Mittan
- Q&A - QEP Planning Team
- QEP Topics, Data Sources and Methods for Measuring Impact
- Wrap-Up

APPENDIX 8:

QEP Proposals Review Team, 2022

The QEP Proposals Review team convenes from January 2022 through March 2022 to evaluate QEP pre-proposals and from September 2022 to November 2022 to evaluate full QEP proposals. The QEP Review Team will use a detailed rubric to evaluate proposals for appropriateness, alignment to university mission and strategic plan, and feasibility of implementation. Additionally, the QEP Review Team will identify overall strengths and potential challenges to implementing each proposed QEP and share a summary of their evaluations with the Provost and QEP Planning Team.

- Pamela Bunce, university program specialist, biochemistry - METRIC
- Stephany Dunstan, assistant vice provost, office of assessment and accreditation
- Jajhayra Fonceca-Roque, first-year undergraduate student
- Deveshwar Hariharan, graduate student representative
- Stephanie Helms-Pickett, associate vice provost, Office of Institutional Equity and Diversity
- Courtney Hughes, director, University Fellowships Office
- David Jackson, director, data analysis, Institutional Strategy and Analysis
- Herle McGowan, associate teaching professor, statistics and Faculty Senator
- Kaitlyn Mittan, director of assessment and accreditation, Office of Assessment and Accreditation (non-voting member)
- Alan Porch, business officer, Department of Mathematics
- Kyle Pysher, associate registrar, Registration and Records
- Walter Robinson, professor, marine, earth and atmospheric sciences and Faculty Senator
- Hilton Stallworth, second-year undergraduate student
- Katharine Stewart, senior vice provost, faculty and academic affairs (non-voting member)
- Zach VanHekken, third-year undergraduate student
- Carrie Zelna, associate vice chancellor, Division of Academic and Student Affairs

QEP Pre-Proposal Submissions

NC STATE UNIVERSITY

Submitted QEP Pre-Proposal Topics

- A HIP [High Impact Practices] Hub at NC State**
- High Quality Student Employment as a Vehicle for Student Success
- Increasing Capacity to Ensure Food & Housing Security for a Safe, Healthy, and Resilient Community^^
- Sophomore Mentorship and Retention Through (SMART) Success Coaching
- Think and Do Globally: Growing Together for a Global Future
- Think and Do Good - Cultivating a Growth Mindset and Entrepreneurial Mindset at NC State
- Transfer Student Success Center**

QEP Pre-Proposal Evaluation Rubric

NC STATE UNIVERSITY

QEP Pre-Proposal Rubric

- Evaluation criteria are organized into four categories
  - QEP Topic Selection
  - Informed by Data and Research
  - Activities and Initiatives
  - Measures of Effectiveness
- Each criterion is rated on a three-point scale
  - Absent (1): Little to no evidence of criterion is present
  - Developing (2): Some evidence and details of criterion are present
  - Complete (3): Clear and detailed evidence of criterion are present

*Evidence: Actual words, sentences or section of a pre-proposal that align to specific rubric criteria. Some evidence may align to multiple criteria within the rubric.

QEP Pre-Proposal Categories and Evaluation Criteria

QEP Topic Selection
- Defines an appropriate area(s) of student learning and/or student success.
- Describes how the focus area is connected to the NC State mission and strategic plan.

Informed by Data and Research
- Uses multiple relevant data and data sources to justify selected focus area(s).
- Explains why the target student population was selected, supported with evidence.

QEP Pre-Proposal Categories and Evaluation Criteria

Activities and Initiatives
- Describes activities or initiatives that align to the identified focus area.
- Describes how the proposed activities or initiatives will improve student success outcomes.
- Classifies the plan's activities or initiatives as new or part of existing projects.
- Identifies the resources necessary to implement, support and assess the plan.
- Describes steps for garnering campus wide buy-in for the activities or initiatives.

Measures of Effectiveness
- Defines specific measures and data to assess the plan's effectiveness.
- Describes how the plan will leverage existing assessments/data collection systems or design and implement new assessments/data collection systems.

APPENDIX 11:

Selected Finalist Email Communication

NC STATE UNIVERSITY

Quality Enhancement Plan (QEP) Topic Selection Notification

Dear HIP Hub Pre-Proposal Team,

Thank you for the time and expertise you devoted to submitting a topic pre-proposal for NC State's next Quality Enhancement Plan (QEP). There were seven topic pre-proposals submitted for consideration. Based on a detailed review and recommendations from faculty, students, staff and administrators from across campus, your topic was one of the three topics selected for full proposal development.

We will be reaching out to schedule a time for you to meet with the QEP Planning Team in August to review next steps for full proposal development.

Thank you again for your commitment to student success at NC State. We look forward to meeting with you soon.

Sincerely,

Fashaad Crawford and Katharine Stewart, co-chairs of the QEP Planning Team

f Facebook   X Twitter   Instagram   in LinkedIn

APPENDIX 12:

Not Selected Finalist Email Communication

Quality Enhancement Plan (QEP) Topic Selection Update

Dear ▮▮▮▮▮▮▮▮▮▮

Thank you for the time and expertise you devoted to submitting a topic pre-proposal for NC State's next Quality Enhancement Plan (QEP). There were seven topic pre-proposals submitted for consideration. Based on a detailed review and recommendations from faculty, students, staff and administrators from across campus, your topic was not selected for full proposal development.

Thank you again for your commitment to student success at NC State. Feel free to reach out if you would like to discuss further.

Sincerely,

Fashaad Crawford and Katharine Stewart, co-chairs of the QEP Planning Team

f Facebook **X** Twitter **⊙** Instagram **in** LinkedIn

APPENDIX 13:

Pre-Proposal Comprehensive Feedback and Suggestion Documents

Thank you for the time and expertise you devoted to submitting a topic pre-proposal for NC State's next Quality Enhancement Plan (QEP). Your topic was one of seven proposed topics and is one of three that has been selected as a finalist for full proposal development. To aid in the development of your topic into a full proposal, please review the following feedback and suggestions in advance of our meeting at 1:30 PM on August 31, 2022.

Overall Strengths of the ██████████████████████████████ **Pre-Proposal**
- ██████ align with the NC State mission and strategic plan goals.
- Research has demonstrated that ██████ have a positive impact on student success.
- There are currently many ██████ available for NC State students across colleges and departments on campus.
- A ████████ would have an impact on a large population of students across campus, both undergraduate and graduate.
- Relevant data from recent NSSE surveys was appropriately used to substantiate the need for ██████ ██████ on campus.

Areas to Develop Further in the Full Proposal
- Provide disaggregated data and direct evidence to make the case that ████████████████ meet a critical need and should be the focus of the next QEP.
- Provide additional, specific details, including **activities/initiatives** and the corresponding **student success outcomes** for each element of the campus wide community of practice discussed on page 2 of the pre-proposal. Specifically,
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- Collaborate with a wide range of constituents from across campus so that the proposal reflects a collective effort and garners buy-in among areas/units/departments that currently engage in work related to ████████████████, including faculty that currently facilitate ██████. Additionally, connect and collaborate with the authors of the ████████████████ pre-proposal to explore how to incorporate or merge their ideas with the ████████ proposal.
- Provide specific details regarding the resources and supports that would be needed to effectively implement the activities and initiatives being proposed for the ████████.
- Provide detailed, measurable outcomes for how the ████████ will positively impact student success and describe the aligned assessment tools to evaluate the achievement of those outcomes.

Next Steps for Proposal Development
- Review the proposal guidelines and rubric and reach out to the QEP Planning Team with any questions.
- Participate in consultations with the QEP Planning Team, Review Team representatives, Vice Provost for Business Operations and Strategic Resource Management, etc. to discuss feedback, next steps and further development of the proposals including the budget and resources needed to implement and evaluate the proposed QEP.
- If you have any questions, please contact the QEP Planning Team.

APPENDIX 14:

QEP Proposal Overview and Guidelines

Office of the Executive Vice Chancellor and Provost

https://provost.ncsu.edu/institutional-quality/

Campus Box 7101
205 Holladay Hall
Raleigh, NC 27695
P: 919.515.1465

Quality Enhancement Plan (QEP) Proposal Overview and Guidelines

Thank you for all of your hard work on writing and submitting a topic pre-proposal for North Carolina State University's next Quality Enhancement Plan (QEP). Congratulations on being selected as a finalist to further develop your topic into a full QEP proposal. The QEP is an opportunity to enhance student success by establishing and evaluating specific university programs, initiatives, and/or services. The QEP is also a critical component of NC State's 2024 reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Use the guidelines below to develop and submit your 10-page proposal (Google Doc, Word Doc, and PDF format are all acceptable), which will be evaluated using this rubric. In addition to the written proposal, submit an 8-10 minute multimedia presentation of your proposal. We recommend creating a PowerPoint presentation, or other similar presentation, that walks stakeholders through your proposal. A member (or members) of your QEP Proposal team will record the narrated presentation using Zoom or other similar software. Your presentation will be shared with the full university community, including the QEP Proposal Review Team, QEP Planning Team and SACSCOC Reaffirmation Steering Committee.

Proposal Guidelines

Submit your proposal materials **no later than Friday, January 13, 2023** by saving your materials in the designated Google Drive folder and emailing a submission notification to the QEP Planning Team.

Your proposal should include the following sections:

I. Proposal Title and Team Information
II. Overview of the QEP (up to 1 page)
III. Congruence with University Mission and Strategic Plan and Justification of Need (2-3 pages)
IV. Initiatives and Activities (3-4 pages)
V. Student Success Outcomes and Assessment Plan (2 pages)
VI. Estimated Budget (not included in page limit)
VII. References (not included in page limit)

🔖 I. **Proposal Title and Team Information**
- QEP Title:
- Contact Person:
- Email Address:
- Phone Number:
- Other Contributor(s):
- Email Address(es):

🔖 II. **Overview of the QEP (1 page)**
Describe the plan, what it seeks to accomplish and how it addresses an existing student success issue or area of need.

III. **Congruence with University Mission and Strategic Plan and Justification of Need (2-3 pages)**
- Explain how the QEP **aligns with and is directly related to** NC State's mission and strategic plan.
  - What parts of the mission and which strategic plan goals does your QEP directly support?
  - How does the QEP honor diversity and ensure equity, inclusivity and opportunity for all NC State students within the target population?
- Provide an analysis and interpretation of related institutional and external (if applicable) **data** to substantiate the need for your QEP.
- Provide a summary of **existing research** and **literature on** your QEP and any additional evidence that may support your plan.
- Identify the campus stakeholders that would be involved in the implementation of your QEP, if adopted.
  - Provide direct evidence of how each stakeholder group was engaged in the development of your QEP.

IV. **Initiatives and Activities (3-4 pages)**
- Describe the specific **activities** or **initiatives** that would be implemented to improve student success. For each activity or initiative, provide detailed logistical information including:
  - **When** the activities will take place. (e.g., one-time event, repeated, involving a succession of experiences, etc.)
  - **Where** the activities will take place.
  - **How** the activities will take place.
- Identify the **offices/units** and **departments** that would oversee the day-to-day implementation of your QEP during both the initial implementation phase and the long-term institutionalization.
  - Describe the **specific role(s)** of each office/unit and department and the **scope** of their responsibilities in the implementation.
- Identify the **target population** of students and the approximate number of students that are expected to benefit.

V. **Student Success Outcomes and Assessment Plan (2 pages)**
- Provide the **specific and measurable student success outcomes** that your QEP aims to achieve.
- Describe **how each outcome will be assessed** using direct measures. You may also include indirect measures that would provide supplemental data.
  - Examples include:
    - Direct measures: Student retention rates, course completion rates, graduation rates
    - Indirect measures: Surveys
  - Describe the **desired threshold** for success for each outcome (what would need to be true to be able to say the outcome was met?).
- Describe **quantitative instruments or questions** that link to each expected outcome.
  - Will these instruments **need to be developed** as part of your QEP? Or, what **existing instruments** will be used to assess your student success outcomes?
  - Provide the **timing and frequency for administering** each of the assessment methods.
- Describe any other types of assessment instruments that will be used for your QEP.
- Show the **link** between your assessment methods, instruments and the expected outcomes.
  (Note that the outcomes and assessment plan will continue to be modified after your proposal is submitted as the QEP becomes finalized and formalized)

VI. **Estimated Budget (Budget does not count toward page limits.)**
Provide a detailed estimate of the resources needed to appropriately prepare for, implement, evaluate, and maintain your QEP. Include existing resources and new resources. Categories should include personnel (release time, full or part-time or hourly) any equipment needs; facilities; materials and supplies; technology; travel; professional development (faculty/staff). (Note that the budget will continue to be modified after your proposal is submitted as the QEP becomes finalized and formalized)

VII. **References (References do not count toward page limits.)**
Provide a list of the research, publications and any works cited in your proposal. Also include other major data sources (literature, databases, etc.) that may need to be referenced when further developing the evidence-based QEP.

APPENDIX 15:

Transfer Student Success Center Proposal Excerpt

<u>Section I</u>

QEP Title: Transfer Student Success Center
Contact Person: Allison Medlin
Email Address: ajmedlin@ncsu.edu
Phone Number: 919.515.7485
Other Contributor(s): ███████████████████████████
Email Address(es): ████████████████████████████████

<u>Section II</u>

Across North Carolina there are thousands of students enrolled in community colleges and four-year institutions that plan to apply, transfer, and graduate from NC State University. This QEP proposal is for a university-wide **Transfer Student Success Center** that would provide consistent advising and support to these students, from the time of their initial interest in transferring to NC State, through their matriculation and transition into the university community.

The Center would work in close partnership with the colleges and divisions on campus and serve as a one-stop office for inquiries, advising, support, and recruitment of potential and new transfer students. The Center would also serve as a resource for incoming first year students, 48% of whom bring transfer credits to NC State through early college high school programs and dual enrollment. The Center would encompass a physical office with professional staff and a comprehensive array of technological solutions for efficient and accurate academic planning towards admission and degree completion at NC State.

Approximately one in five, or 21%, of NC State students will start their NC State journey as a transfer student. Transfer students at NC State are more diverse. They are more likely to be students of color, close to 25% are from Tier 1 and 2 counties, and more than 30% are Pell eligible. They have also exhibited strong academic performance, arriving with a 3.5 average incoming GPA and an average of 57 credits transferred.

Approximately one in five, or 21%, of NC State students will start their NC State journey as a transfer student. Transfer students at NC State are more diverse. They are more likely to be students of color, close to 25% are from Tier 1 and 2 counties, and more than 30% are Pell eligible. They have also exhibited strong academic performance, arriving with a 3.5 average incoming GPA and an average of 57 credits transferred.

Yet, transfer students at NC State have a higher first term DFW rate than new first year students, and there is a small but significant gap in their graduation and retention rates. Transfer students at NC State also graduate with a significant number of transfer hours not counting towards their degree, on average 10 hours. This translates into lost credits, wasted resources and delayed progress. Furthermore, potential transfer students with competitive academic profiles, who would otherwise be admissible, are often denied admission to NC state for missing course requirements. The Transfer Student Success Center, further detailed in the following pages, is designed to address these issues and positively impact the overall success of our transfer students.

<u>Section III</u>

Congruence with NC State's Mission and Strategic Plan

The establishment of a university-wide Transfer Student Success Center is directly connected to NC State's land-grant mission, vision, and values, particularly around diversity, inclusion, and collaboration. A primary value of our university is to build a "diverse, equitable and inclusive community" by "seeking, welcoming and supporting individuals and ideas from a broad diversity of backgrounds." Furthermore, as a land-grant institution, our campus is committed to making

APPENDIX 16:

Final Proposals Email Communication

From: **NC State University** <help@ncsu.edu>
Date: Tue, Feb 7, 2023 at 1:48 PM
Subject: NC State's Next QEP: Review of Final Proposals

If you are having trouble reading this email, you may view the online version.

NC STATE UNIVERSITY

NC State's Next QEP: Review of Final Proposals

February 7, 2023

Dear NC State community,

We are pleased to share two final proposals for the university's 2024-2029 **Quality Enhancement Plan** (QEP). The QEP is an integral component of NC State's 2024 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation of Accreditation process. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue NC State considers important to improving student success in alignment with our university strategic plan, Wolfpack 2030: Powering the Extraordinary. The QEP Planning Team evaluated seven QEP topic pre-proposals for appropriateness, alignment to the university mission and strategic plan, and feasibility of implementation. The planning team then reviewed input from the QEP Proposals Review Team, comprised of representatives from the Faculty Senate, Staff Senate and Student Government, to select finalists for full proposal development.

PackWays for All: Learning by Doing

This proposal is for a universitywide initiative designed to increase student access to, awareness of and participation in NC State's wide variety of valuable experiential learning opportunities, also known as high-impact experiences. The initiative will have several components, including a PackWays for All online tracking platform, stakeholder advisory board and community of practice.

- Review final proposal

Transfer Student Success Center

This proposal is for a universitywide initiative that would provide consistent advising and support to undergraduate transfer students from community colleges and other four-year institutions. The Transfer Student Success Center would work in close partnership with the colleges and divisions on campus and serve as a one-stop shop for inquiries, recruitment, advising and support.

- Review final proposal

All NC State students, faculty and staff are encouraged to review the two final QEP proposals and supporting videos and **provide input at go.ncsu.edu/qepselection by Monday, February 20**. The QEP Planning Team will also be soliciting input from several groups on campus. Provost Arden will announce the final topic selection in March.

If you have questions regarding the QEP planning process, please visit the QEP website or contact quality-enhancement-plan@ncsu.edu.

Sincerely,

Fashaad Crawford
Vice Provost for Assessment and Accreditation

Katharine Stewart
Senior Vice Provost for Faculty and Academic Affairs

APPENDIX 17:

Announcement of NC State's Next QEP

From: **NC State University** <help@ncsu.edu>
Date: Thu, Mar 30, 2023 at 10:26AM
Subject: Announcing NC State's Next QEP

If you are having trouble reading this email, you may view the online version.

NC STATE
UNIVERSITY

Announcing NC State's Next QEP

March 30, 2023

Dear NC State Community,

On behalf of the 2024 SACSCOC Reaffirmation Steering Committee, with input from the NC State community, I am pleased to announce that PackWays for All: Learning by Doing has been selected as the university's next **Quality Enhancement Plan (QEP)** proposal.

About PackWays for All: Learning By Doing

The selected proposal is a universitywide initiative that aims to equip students for a lifetime of success by increasing their access to, awareness of, and participation in NC State's wide variety of valuable experiential learning opportunities, also known as high-impact experiences. The initiative will have several components, including a PackWays for All online tracking platform, stakeholder advisory board and community of practice.

The platform will help guide data-driven decisions to identify and dismantle barriers that currently prevent some students from accessing the benefits of high-impact experiences. Frequent and intentional communication with students about these experiences is integral to their learning process, and will help generate student self awareness, as well as aid in program assessment efforts.

The QEP Planning Process

The QEP, an integral component of NC State's Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation of Accreditation process, reflects and affirms a commitment to overall institutional quality and effectiveness, with a focus on student learning and student success. Additionally, the QEP is in alignment with our university strategic plan, Wolfpack 2030: Powering the Extraordinary. The selected proposal specifically aligns with goals 3, 6 and 7.

The QEP topic selection process, carried out by the QEP Planning Team, reflects broad input from all campus constituencies including faculty, undergraduate and graduate students, and staff. A strong set of options was submitted for consideration, and each one addressed critical needs and focused on valuable opportunities that NC State is committed to improving and investing in. Overall, the QEP Planning Team evaluated seven QEP topic pre-proposals for appropriateness, alignment to the university mission and strategic plan, and feasibility of implementation. The planning team then reviewed input from the QEP Proposals Review Team, comprised of representatives from the Faculty Senate, Staff Senate and Student Government, to select finalists for full proposal development.

Thank you to the forward-thinking and thoughtful proposal teams who made the effort to advocate for our students and our community. Though only one topic has been selected for the QEP, important issues highlighted in other QEP proposals will be addressed through initiatives as part of NC State's strategic plan.

Next Steps

Moving forward, the QEP Planning Team will work closely with the PackWays for All: Learning by Doing team to incorporate feedback from the community to further develop its implementation plan. This involves steps including the hiring of the QEP director, identifying key partners and stakeholders, refining program outcomes and learning outcomes, collecting baseline data, designing strategies, and connecting to existing or future programs/initiatives.

Members of the NC State community will have many opportunities to learn about the QEP planning and implementation timeline and progress. More importantly, we invite all of you to continue to engage with the process by offering your feedback, participating in its activities, and partnering with the QEP team. The vision for setting up students for a lifetime of success will change for the better the academic and personal lives of students across campus, and will signify a transformational shift in the way the university engages with students. The entire NC State community will be stronger because of the ways in which the QEP is carried out.

If you have questions regarding the QEP planning process, please visit the QEP website or contact quality-enhancement-plan@ncsu.edu

Sincerely,

Warwick A. Arden
Executive Vice Chancellor and Provost
Co-Chair SACSCOC Reaffirmation Steering Committee

Fashaad Crawford
Vice Provost for Assessment and Accreditation
Co-Chair SACSCOC Reaffirmation Steering Committee