



Council on Undergraduate Education 2023-2024

February 2, 2024
Meeting hosted via Zoom
 1:30pm-3:00pm

Members Present:

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| <input checked="" type="checkbox"/> Erin McKenney (Chair) | <input checked="" type="checkbox"/> Steven Miller | <input checked="" type="checkbox"/> Garrie Pickworth |
| <input checked="" type="checkbox"/> Marta Klesath (Chair-Elect) | <input checked="" type="checkbox"/> Nancy Moore | <input checked="" type="checkbox"/> Gary Blank |
| <input checked="" type="checkbox"/> Darby Orecutt (Past-Chair) | <input checked="" type="checkbox"/> Tamah Morant | <input type="checkbox"/> Wendy Krause |
| <input type="checkbox"/> Qiuyun Jenny Xiang | <input checked="" type="checkbox"/> Lara Pacifici | |
| <input checked="" type="checkbox"/> Jeffrey Reaser | <input checked="" type="checkbox"/> Logan Opperman | |
| <input checked="" type="checkbox"/> Anna Maria Behler | <input type="checkbox"/> Beth Wright Fath | |
| <input type="checkbox"/> Marc Russo | <input checked="" type="checkbox"/> Joanna Stegall | |

Members Absent:

Guests: Holly Hurlburt

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Kaitlyn Mittan, Latasha Wade, Erin Dixon, Julia Law

WELCOME AND INTRODUCTIONS

- Remarks from Chair Erin McKenney** – Welcomed Holly to present the Quality Enhancement Program (QEP)
- Remarks and Updates from OUCCAS/DASA** – Reminded members about office hours.
- Approval of the CUE Minutes from January 19, 2024– Approved**
 Discussion: Members moved to approve the minutes, no further discussion.

Discussion:

NC State's QEP Pathways: Learning by doing

What makes an experience 'high impact'?

Who participates and who does not?

How can we track and improved so more students benefit?

Holly Herbert, an associate dean of academic enrichment in University College in DASA. She works with Li and Lexi down the hall for her.

The QEP is the SACS re-accreditation process including universities choosing a project to which they will dedicate time and resources with the idea of improving the experience for students. Last year a project that I have been involved in called packways was chosen to be the Qep, and that involves a high impact experiences. I am making a distinction between that and high impact practices which you may have heard of. I'll explain that distinction here. In a minute.

A group of us faculty and non faculty went to an AACNU boot camp on high impact experiences with these questions in mind, because some things are canonically labeled high impact, but not others. They wondered what makes something high impact in particular. Who's participating in these high impact practices? And how can we change that calculus? They discovered there's no tracking mechanism on our campus that tracks all high impact experiences. Right now about 60% of students participated in undergraduate research. Holly suspects even more students are doing this without recognition, but has no way of knowing.

These 3 questions came together to inform their work. The original team being Holly Hurlburt, Seth Murray from International Studies, Jane Lubisher from Biology, Janice Odom, who oversees the Caldwell Fellows Program, and Chester Miller in housing. Later adding Marcy Bullock from the Career Development Center. Creating a bigger team of folks who have been working on developing what's actually gonna happen with these questions.

The first questions grappled with what is a high impact experience and what makes it high impact?

There's a list of high impact practices circulated by the AACNU. It includes things like undergraduate research and capstone projects, but doesn't include things like entrepreneurship. It doesn't include on campus student employment. And these are things that the team really hope to elevate through the QEP along with other things not yet brought to their attention. The interesting and fun parts of this project is talking with folks like CUE and learning about the sorts of things that faculty are doing in your colleges and programs that might meet the level of high impact experience at NS State. Why have high impact experiences? Students have limited interest in high impact practices, but do understand it's value. Currently there are 11 canonical high impact practices, but the QEP can expand to include more opportunities.

For what qualifies as high impact experience. The terms that are underlined are the things that make up what we believe is high impact. So it has to be something that this does. The student does for an extended or sustained period of time. It can take place inside or outside the classroom. And this is really important, some of the most compelling high impact work on our campus is happening in classes, and there are some students who will only ever be able to access in class experiences, in and beyond the classroom sustained time, period, and opportunity for collaboration or mentorship.

This idea of making and communicating connections, structured reflection. So that students can have the tools to think. "I just took this great class with Laura Pacific. What do I do with that information? How do I? How do I parlay the skills I've just learned into a career or better study skills or more confidence?" The idea being this will amount to tools for lifelong learning.

This may not be representative of all of the high impact things we do at NC state. This is a good starting point with room to grow. Shout out to Jane Lubiser for being a champion about this idea of reflection. Holly has mentored study abroad in the past, asking them to think about what they're gonna get at the beginning, and telling them to think about what they got at the end, approaching the art of reflection.

Holly said we don't do a great job of tracking high impact experiences. So the data that you're looking at now comes from then fabulous and amazing Isa surveys, neither of which has stellar participation rates. But this is the best data that we have at the moment. Our students have the highest participation by far, and I think understandably, is in internships. And so one thing that we want to think about with this project is how we can elevate things like research with faculty practicums and co-ops to more participation obviously practicums the the low participation there has to do with what major you're enrolled in and this is not to say we don't value internships. We do value in internships and in talking to students. We've heard a lot about how much time they spend trying to figure out where internships are and how to apply, and so we hope to be able to address that as well. Next slide, please, Lee. We also talked to students. This was in many ways not surprising, but eye opening. Anyway. Our students. even though they wouldn't call high impact high impact. They know there are certain things they're supposed to do while they're in college. And so they listed as the ones they were most interested in study abroad, undergraduate research ship or research internships and service learning. Interestingly, most of our students identify study abroad as the thing they want to do, and that is the high impact experience. They do the least. You know. There's a disconnect there. These focus groups allowed us to identify what some of what the barriers are financially or for study abroad. Beyond finance, there is imposter syndrome plus time to graduation, plus everything else going on. So the students who participated are in these focus groups. And here I wanna thank Chester Miller, who who facilitated these we're quite outspoken in their urging to us that we tell students they're supposed to do these things.

Why can't we make it easier for them to do it? The QEP heard that message loud and clear. They also asked students, how do you find out about these sorts of experiences? And what was striking is a lot of it seems to be luck. If they have an instructor that talks about an experience. If they have an advisor that talks about an experience. All of this taught them is that they are not

being systematic on this campus about this experience, these experiences and this feels like something the Qep can really sink its teeth into. The data suggested that there are gaps in participation, and that these gaps are both around type of high impact experience, but also racial, ethnic. And first gen status. So student learning outcome, one addresses student outcome learning outcome. 2. 97% of entering freshmen who filled out the survey said, 'yes, teach us how to reflect, please'. 56% of them left saying, 'Yes, you did that'. The other 44% were like 'maybe' leading to the belief that there's a real need to think about how to communicate with students about reflection as a tool for self awareness is a tool for confidence. Amerita professor, a scholar who has not written the book, but she's written some very good articles on implementing reflection. The QEP is super excited to build something around Sarah Ash's work.

The QEP official launch will be this summer in March of this year. SACS COC. Is sending 11 people on a site visit. That's March 26th, 27th, and 28th. Some of the faculty may be asked to come and talk to the SACS representatives. So now you can say you know something about the QEP. Planning for the QEP approval, the team is building a series of training workshops. If you were here for the thInk program, which was our last QEP. The team is designing something similar around high impact experiences and the embedding critical reflection in them.

This will include everything from the Wiki problems, wolfpack solutions course to some of our residential villages. The GEP program, student employment CURES. CURE is a Course-based Undergraduate Research Experience. So a whole sort of panoply of different types of activities, and folks will be invited to participate in these training workshops. The QEP has two pots of money, that will be able to be used for faculty development. So when you or a colleague or staff member wants to develop a new study abroad experience. Or an internship that's specific to your discipline. These sorts of things. The QEP will be able to provide some startup funds. They also have put aside some funds to help students who want to study abroad. Or who want to do that unpaid internship to help them have those experiences. And so this spools out over the next 5 years until the Qp ends in 2029. A one-page summary summary of what Holly said to you will be available shortly after the meeting. On the Qep website. Please see the link down at the bottom here. You can also Google QEP and NC state as of now, it still takes you there. So the website is relatively new. It's relatively boring at the moment, but we hope to get lots of pictures of, and video of students doing the amazing things that they do up there. We're working on pulling together newsletters and other updates there as well. they are preparing to launch a search for the director of the QEP, if you know of folks who are interested in this kind of high impact experiential learning who might be interested in that position. Please, please send them to Holly.

There are 3 working groups, building things that will help us launch the Qep. The student communication design team is working on translating the QEP edge. The goal is to speak a language that students can understand, so that the QEP can reach out to them immediately upon their arrival at NC State and start encouraging them to think about planning for high impact experiences. The QEP has partnered with student government and are recruiting student volunteers to participate in that process. The professional development design team will meet for the first time on Monday. These are the folks who will be designing the Workshop series. About improving in particular reflection in high impact experiences and the catalog and counting team. Those are the folks tasked with figuring out how how many people are doing high impact experiences on our campus and how we can better keep track of that.

A lot of schools are going to a study away model instead of a study abroad model. And that's another thing that's happening on our campus in pockets. The hope is that the QEP becomes aware of more experiences like that.

The following questions are what the QEP hope to focus on without getting sidetracked with ownership: Why does it matter? You know. Why is it important? Why this particular bee in my bonnet?

There is tremendous recruiting potential in talking to parents and perspective students about the educational experience in its entirety. So yes, classes, majors, yes, always first. But as part of that, you're gonna do all of these other things, and I think if parents know they're, you know we hear this in the office of undergraduate research all the time. My kid can't do undergraduate research. Why not? There is definitely recruiting potential which is in discussion with the associate Deans about a way that we can begin to collect that data by college.

Field work is one of those that they haven't figured out a way to fit it in, yet. That this is the beauty and the challenge of this project is. If a student is asked to reflect on it at the beginning and the end, if the student collaborates with others or with a mentor, if it ticks the words that are underlined.

We have a finite ability to judge what is impactful to a student. We know that we want the student to develop certain skills and confidence and feel a sense of belonging and community and where that can happen is almost endless. This is not to say that everything we do is high impact. It is to say a lot of the things that we do that don't easily fit into the traditional categories can be provided that we're thinking about what students get out of it. Thus giving this student a chance to really think about the meaning in this summer camp? I think it's really striking that so many students say, yes, I want to study abroad. So what is stopping them, and money is part of it, and time is part of it. Funding is important, but also promotion. Many places parse high impact into Co. Curricular and curricular, and are confusing. The terms suggest a separation or hierarchy.

If the point is to find student experiences that are meaningful to the students, so the student does the necessary work to grow. The key thing is to think about how your course work and study abroad, or research, or internship, or job on campus and how do those things interrelate? And so some of the reflection models have really good templates of student discussion questions. Students are learning that they can apply high impact experiences to their academics and to their personal lives and to their professional goals. Study Abroad announced they received 1 million dollars in scholarships for students to study abroad.

There's a really interesting working group of folks who are thinking on this topic. Erin, and Holly will attempt to recruit you to this group offline.

Dr. Blank asked if the QEP has been in touch with the people in the various departments and programs who manage the internship programs in their departments cause like Erin Champion in the department of forestry environmental resources basically runs our orientation courses. And then we have a rubric where the students basically go through a series of steps in those internships, and that's she would be the person that could tell you exactly what number of internships on a given semester or given year our students participate in, and we have requirements and several of our curricula for students to do internships, and it's up to them to find the internships, but we do help them with the information we provide a lot of a website, but it seems the best in road into a lot of departments is to figure out who is the person so Seth, the aforementioned Seth Murray in international studies, and to intrepid undergraduate students have spent the better part of the last few months scraping all of our websites just to have a list of all of the things that you know, all of the people we might want to talk to.

Who is the person that the QEP can talk to about this so they're gonna proceed, sort of both from the bottom up, where they can find that information, but also top down, talking to directors of undergraduate studies and department heads and associate deans, to make it known that this is this is something that the QEP is trying to do.

Gary Blank said that just this past fall he got frustrated about course evaluations never getting more than 15 to 20% response from students. He had a problem session in his environmental impact assessment class. The last problem session of the year. They basically went into the computer lab. He got 86% response for the course evaluations cause he said the only thing you got to do today is course, evaluation. If you're a graduating senior, you do this future plan survey. There were assignments for them to do, looking at the problems that he'd given them, and they gave him feedback on the problems and how they might be improved.

But the important thing here is, he got 86% because the students weren't just asked by email by somebody. They had no idea about doing a course evaluation for this course. As a professor, he said, 'you're gonna do it today because I haven't been getting good feedback participation from students', and it worked.

The reviewers of the QEP proposals suggested something very similar that you know, particularly for high impact experiences that are embedded in classes which are a lot of them. Questions specifically about career readiness and increase of confidence in those in the course surveys should be asked because they tend to get higher response rates than the anonymous survey that comes via an email. The results from the DASA first semester survey just came down to us today. The reason why they got the response rate they got is that their staff goes and stands in front of Talley student center and like hands, people chocolate.

There's way too much to do. Students are overtaxed and over emailed. And and I think quite suspicious of who they're giving their information to so the idea of getting students in a room and encouraging them to do it when you can tell them why this matters is helpful.

Meeting adjourned at 2:08 PM

Respectfully submitted by Lexi Hergeth