



LevelUP
EXPERIENCE YOUR FUTURE
AT MOREHEAD STATE UNIVERSITY

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EXECUTIVE SUMMARY

As a regional university located in Eastern Kentucky, Morehead State University (MSU) serves as a catalyst for greater opportunity for the people of our service region. The University is committed to fostering a community of students who are prepared for success in a global environment, and our next Quality Enhancement Plan (QEP), *Level UP! Experience Your Future*, will serve as a critical tool in our mission to do so.

Guided by the University's strategic plan, *Come SOAR with Us*, and relying on feedback from a wide range of University stakeholders, MSU embarked upon a two-year process to choose and develop a QEP. A Selection Team, which gathered ideas and solicited proposals from students, faculty, staff, alumni, and community members, held informational forums and surveyed members of all constituency groups about the fit of each proposal with our strategic plan before making a concept proposal recommendation to the President and Board of Regents. Once a topic had been selected, an Implementation Team then refined the proposed plan to foster a strong culture of participation among the students and faculty.

MSU's QEP seeks to improve the employability of our undergraduate students by using high impact experiences (e.g., undergraduate research, education abroad, service learning, and internships) as a mechanism to foster essential career skills. Specifically, our plan will work to achieve two student learning outcomes: 1) students in high impact experiences will demonstrate a career competency (i.e., oral or written communication skills, critical thinking, teamwork, or professionalism), and 2) students will articulate specific examples of how they used their skills in a high impact experience. Students who attain these outcomes will level up in their career readiness and develop a competitive edge in the job market.

To achieve the QEP's student learning outcomes, the plan requires the creation of *Level UP!* experiences within academic degree programs – existing courses in the curriculum retrofitted to include high impact experiences and employ critical pedagogical approaches specifically selected to nurture our desired career skills. Students who successfully complete *Level UP!* courses will receive a special denotation on the transcript, and those who demonstrate proficiency across both student learning outcomes for any career competency will be recognized with a Distinction from the institution. Students may utilize such recognitions when seeking employment as evidence of skill development.

The student learning outcomes of our *Level UP!* program will be assessed through direct and indirect measures and widely used rubrics. Each student artifact will be assessed on multiple dimensions to determine the extent to which the student attained the desired outcome in their focus career competency area. Our program seeks to foster mastery of the focus career skills because mastery-level attainment will add greater value to the students' employability, thus attainment of our first student learning outcome is assumed only when students achieve proficiency in communication skills, critical thinking, teamwork, or professionalism. Students also must be proficient in articulating examples of their career skills at work in a high impact experience in order to attain our second learning outcome.

The QEP will be supported by our campus community and through appropriate resource allocations. A new Center for Experiential Education will be created to support the initiative with faculty and student services, and numerous campus units will work to promote the awareness of the *Level UP!* program and/or provide wrap-around student coaching to help them leverage its outcomes. In addition, a robust program of faculty development, as well as faculty grants to support the transformation of existing courses into *Level UP!* sections, will be implemented in support of the program.

Throughout its history, Morehead State University has adapted to the needs of the people in its service region. *Level UP! Experience Your Future* will allow us to continue our tradition of increasing opportunity by addressing our students' need to integrate their educational experience with their career goals.



CHAPTER 1:

IDENTIFICATION OF THE TOPIC



THE SELECTION PROCESS

In September 2018, Morehead State University’s QEP Selection Team met to craft a process for choosing the topic of our next Quality Enhancement Plan (QEP). Members of the team (see Table 1) represented a balanced cross section of the University’s constituencies: two student representatives, one faculty member from each of the University’s four colleges, two staff members, and two campus administrators.

TABLE 1. QEP SELECTION TEAM MEMBERS

NAME	POSITION
Bob Albert	Interim Provost and Vice President for Academic Affairs
Nick Anderson	Student Government Association Representative
Katy Carlson	Professor of English (Caudill College of Arts, Humanities, and Social Sciences)
Lori Dobson	Student Government Association Representative
Nilesh Joshi	Associate Professor of Engineering and Technology Management (Elmer R. Smith College of Business and Technology)
Sara Lindsey	Associate Professor of Education (Ernst & Sara Lane Volgenau College of Education)
Tim O’Brien	Associate Professor of Mathematics (College of Science)
Jill Ratliff	Chief Planning Officer/Asst. Vice President for Institutional Effectiveness
Leah Rucker	Teacher Education Program Coordinator
Andrea Stone	Director of Procurement

The Selection Team approached identification of the topic for our QEP as an extension of the process that had been used to develop the University’s strategic plan, *Come SOAR with Us*. Drafted during the previous academic year, the five-year strategic plan was the collaborative effort of a diverse group of over 75 people from across the University, which included students, faculty, staff and administrators. To determine the institution’s goals, and the strategies for achieving them, the strategic planning committees relied on institutional data from a number of sources, including MSU’s results from the National Survey of Student Engagement (NSSE), as well as feedback from the campus community obtained through surveys and open forums.

Using a similar approach, the QEP Selection Team began its efforts with a review of the new strategic plan’s goals, many of which focus on undergraduate education, and compiled a list of potential areas for improvement in student learning and/or student success that would align with them. Next, a preliminary survey based on this list was created and distributed to all University and community stakeholders, including students, faculty and staff, campus administrators, and external constituents (e.g., alumni, business leaders, etc.) – an example survey (i.e., one tailored for faculty and staff) can be seen as Appendix A. Respondents were asked to identify the top three student learning and/or success areas from the strategic plan on which MSU should focus future improvement plans. Additionally, the survey included a list of 11 strategies from the strategic plan related to improving student learning and/or success outcomes and asked respondents to rank them in terms of their greatest perceived impact on student learning. (Results appear in Table 3 and Table 4 of this document).

Upon receiving the results of the survey gauging stakeholder support, the following steps were taken to select our QEP topic:

- In October 2018, a call for short (2-3 page) initial proposals for QEP topics (see Appendix B) was sent to all faculty and staff. The request included a link to the results of the preliminary survey, as well as a link to the institution's latest findings from our National Survey of Student Engagement (NSSE). The call clearly stated that all proposals should focus on priorities identified by stakeholders in the preliminary survey, all of which were aligned with the strategic plan, and that proposals that did so would be given preference in the selection process.
- Five initial proposals were submitted by the November deadline and each was scored by the members of the QEP Selection Team using the SACSCOC rubric, *Reviewing the Quality Enhancement Plan – An Evaluative Framework*.
The combined results were used to select the top three proposals whose authors were awarded \$1,000 to complete a full concept proposal (25-30 pages) by February 2019.
- Ultimately, two full concept proposals were submitted in February 2019:
 - *Majoring in Experience: Student Outcomes Coming up ACES*, a concept plan seeking to streamline and improve student access to career competency-building high impact experiential learning practices (i.e., undergraduate research, education abroad, service learning and internships); and
 - *Literacy Across the Curriculum*, a concept plan to develop and strengthen our students' literacy skills through General Education courses, enabling them to excel in upper division classes and succeed in the 21st-century workforce that increasingly requires such skills.
- Representatives from each full concept proposal were asked to present their QEP ideas in mid-March at two campus-wide forums and at a Student Government Association (SGA) meeting. Participants at these meetings were encouraged to ask questions, and their feedback was gathered.
- Following the presentations, each Selection Team member evaluated the two full concept proposals using *Reviewing the Quality Enhancement Plan – An Evaluative Framework rubric* and created a list of strengths and weaknesses for each plan accordingly.
- A final survey that included a one-page summary of each proposal was distributed to all constituencies (e.g., students, faculty and staff, campus administrators, and external stakeholders) to gather feedback. A link to the full concept proposals also was included. The survey asked respondents to consider each proposal's alignment with the strategic plan and evaluate its strengths and weaknesses accordingly. It also asked respondents to consider each proposal's potential for support by all campus constituencies, as well as its focus on student learning and success outcomes, financial feasibility, and the appropriateness of its assessment plan. Respondents were invited to give an open response on their impressions of each proposal, as well. An example survey (i.e., one tailored for students) can be seen as Appendix C.
- Both proposals, an outline of the selection process, results from the preliminary and final surveys, and evaluations from the Selection Team were provided to the president's leadership team. Based upon that feedback, they selected the concept entitled *Majoring in Experience: Student Outcomes Coming up ACES* to present to MSU's Board of Regents.
- The Board of Regents approved the QEP concept at its June 2019 meeting.

RATIONALE FOR TOPIC SELECTION

Throughout the selection process for our QEP topic, MSU was committed to creating a program that is aligned with our strategic plan and supported by our constituents. We also wanted to choose a QEP topic that was guided by institutional data and best practice. Enhancement of student career readiness through experiential learning, the topic of the selected concept proposal *Majoring in Experience: Student Outcomes Coming up ACES*, achieved these goals.

The institution’s strategic plan, *Come SOAR with Us*, laid the groundwork for early discussions about what topics might be appropriate for our QEP. As was discussed above, the areas for institutional growth outlined in the strategic plan were the starting point for constituency feedback on potential QEP topics, and they guided ratings of various topic options that were made by both our Selection Team and the constituent groups. Potential topics had to align with the strategic plan to be considered further, and our chosen topic does so in many ways (see Table 2 below). In particular, the *Come SOAR with Us* strategic plan directs MSU to provide career development activities for students to help them illustrate their academic and engagement experiences (Student Success, Goal 2, Strategy 6). Our QEP topic aligns well because it seeks to provide hands-on academic experiences for students that not only help them build critical employability skills, but that also are structured to develop the students’ ability to articulate to potential employers what they have learned through them. In its strategic plan MSU also commits to support student success by investing in and providing experiences that enrich students’ academic and career goals (Student Success definition), and offers direct guidance to utilize experiential learning as a strategy to foster a greater culture of academic excellence (Academic Excellence, Goal 3 and Student Success, Goal 2, Strategy 5). Our QEP topic will be mobilized by developing highly coordinated high impact experiences for students (Academic Excellence, Goal 3, Strategy 1) that can be tracked (Academic Excellence, Goal 3, Strategy 3) and associated with academic credit as appropriate in each major (Academic Excellence, Goal 3, Strategies 2, 4, and 5) as a vehicle to foster career preparedness in one’s area of academic expertise, so it is a strong match to the expectations of MSU’s strategic plan. Finally, our QEP recognizes the institutional benefits that will be associated with plans to enhance student career readiness through high impact experiences. It is widely known that student engagement in high impact experiences promotes persistence and graduation (e.g. Tinto, 2000), thus the topic will align well with the strategic plan’s call to use them as a tool to enhance retention and progression rates (Outcomes, Goal 1).

TABLE 2. QEP TOPIC POINTS OF ALIGNMENT WITH MSU’S 2018-22 STRATEGIC PLAN: “COME SOAR WITH US”

AREA/DEFINITION	GOAL	STRATEGY
Academic Excellence Morehead State University will enhance academic excellence through the scholarship and active mentorship of a well-rewarded, diverse, and dedicated faculty and staff that employ innovative, high-quality academic programs and services to engage students in the culture of experiential, life-long learning, citizenship, and achievement.	3 - Provide coordination of high quality, high impact co-curricular and experiential learning opportunities as a distinctive feature of students’ learning experience	1 – Create a Center for High Impact Learning
		2 – Evaluate the possibility of providing university-wide academic credit for high impact experiences
		3 – Develop a robust system to track student participation in all high impact practices
		4 – Ensure that faculty are rewarded with workload credit for participation in high impact activities
		5 – Ensure that departments/colleges are granted latitude in creating high impact activities
Student Success Morehead State University will support student success by investing in and providing experiences that enrich academic, co-curricular, and career goals in order to prepare students for a diverse and ever-changing world.	2 – Support the overall success and retention of a diverse student body	5 – Implement high impact learning practices (internships/practica, clinical experiences, student research projects, study abroad, service learning, mentorships) with a goal of all undergraduate students participating in at least one high impact activity
		6 – Provide opportunities for career exploration and planning with a means of students to illustrate academic, engagement, and leadership experiences throughout their educational career
Outcomes Morehead State University will strengthen its financial position through alignment with the state’s Performance Based Funding Model supported by strategic resource reallocation decisions and overall sound fiscal management.	1 – Direct resources in support of high potential return outcomes based components of performance based funding model	1 – Increase support for high impact learning practices to increase retention and progression rates

Through the process of identifying an appropriate QEP topic for our campus, we gathered a large amount of feedback from our constituent groups on the most important areas for improvement, and the strategies they saw as most effective in moving the campus forward in those areas. Specifically, when asked to identify the top three student learning and/or success areas from the strategic plan on which to focus institutional improvement efforts, there were four topics that were included in 30% or more of constituent’s top three lists: 1) experience in “real-life” careers, 2) analytical and reasoning skills, 3) job attainment skills, and 4) oral and written communication skills (See Table 3). The common theme connecting these four areas is that our constituents support a QEP focusing on the experiences and skills necessary for career success. Our chosen QEP topic improves career readiness by focusing on developing communication, critical thinking and other job attainment skills which are identified as core competencies for employability by the National Association of Colleges and Employers (NACE), the Association of American Colleges & Universities (AAC&U), and the Quality Assurance Commons (QA Commons), thus our plan aligns well with not only our constituents’ preferences, but best practice philosophy as well.

TABLE 3. SURVEY RESPONSES OF CONSTITUENTS’ TOP THREE PREFERRED FOCI FOR IMPROVEMENT (N = 714)

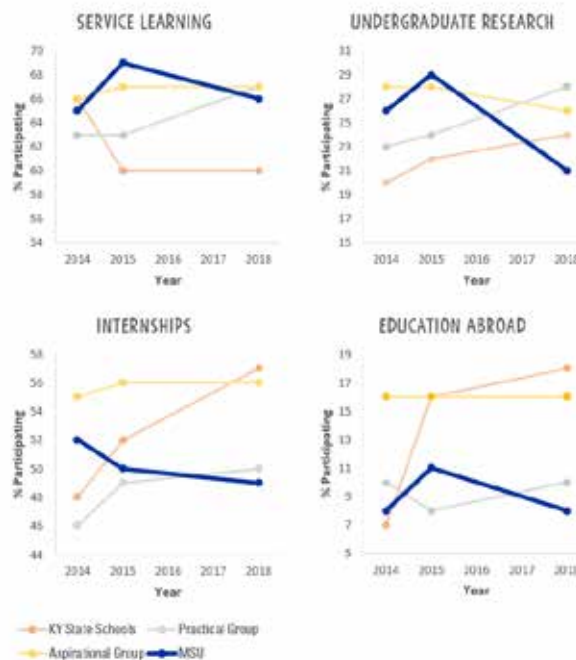
STUDENT LEARNING OR SUCCESS AREA	RESPONSES APPEARING IN TOP 3 LIST				
	STUDENTS	FACULTY	STAFF/ADMIN	COMMUNITY	AGGREGATE
Experience in “real-life” careers	48.6%	16.0%	34.0%	54.9%	39.5%
Analytical and reasoning skills	23.5%	60.6%	36.5%	35.2%	33.8%
Job attainment skills	36.2%	9.6%	35.3%	39.5%	31.2%
Oral and written communications	18.7%	45.5%	43.0%	33.84%	30.0%
Personal finance skills	30.0%	4.0%	28.9%	16.9%	23.5%
Civics and being an engaged citizen	22.9%	13.6%	18.6%	18.3%	19.7%
Guidance and advising for college success	24.3%	8.8%	21.24%	14.0%	19.6%
Awareness and experience with diverse cultural environments	19.2%	19.1%	17.3%	18.3%	18.5%
Tenacity – confidence to pursue solutions to difficult problems	17.3%	24.7%	17.3%	15.5%	18.5%
Experience collaborating with others	16.4%	19.1%	13.5%	22.5%	16.7%
Reading comprehension	10.5%	34.4%	16.0%	9.9%	15.7%
Scientific and research literacy	15.3%	11.2%	9.0%	12.7%	12.7%
Quantitative skills	10.2%	24.7%	7.1%	8.5%	11.8%
Aesthetic appreciation and expression	7.6%	8.8%	2.6%	0.0%	5.9%

The preliminary survey also included a list of 11 strategies from the strategic plan related to improving student learning and/or success outcomes, and our constituents ranked them in terms of their greatest perceived impact on student learning. The overall results, ranked via the Borda count method, are included in Table 4. In this case, the top four strategies (i.e., internships, career exploration and planning, service/community-based learning, and undergraduate research) suggest that our constituents support an experience-based approach to reaching our goals. Our chosen QEP topic utilizes these same high impact strategies to better prepare students for careers in their academic disciplines, and to enhance persistence to graduation, with the addition of education abroad as a high impact strategy. Education abroad, along with the other strategies that our constituents identified as the top strategies, has been associated extensively in the literature with evidence of enhance career competencies (e.g., Institution of International Education, 2017), so its addition to our plan was supported through best practice research. Overall, the topic we chose was extremely well aligned with what our constituent groups had in mind for our Quality Enhancement Plan, and it also matches guidance from best practice research on impacting career preparedness.

TABLE 4. CONSTITUENT RANKING OF STRATEGIC PLAN STRATEGIES (N = 683)

RANK	STUDENT LEARNING OR SUCCESS AREA	BORDA COUNT SCORE
1	Internships	5159
2	Career Exploration and Planning	4970
3	Service Learning, Community-Based Learning	4350
4	Undergraduate Research	4263
5	Writing Intensive Courses	4060
6	Intentional/Intrusive Advising	3963
7	Collaborative Assignments and Projects	3946
8	Diversity/Global Learning	3850
9	Learning Communities	3815
10	First-Year Seminars and Experiences	3375
11	Sophomore Experience	2999

Among the institutional data that was considered through the selection process for our QEP topic were the results from MSU’s last few administrations of the National Survey of Student Engagement (NSSE). As can be seen in the figures below, these data indicated that students at MSU were behind their peers at other institutions in the extent to which they engaged in high impact experiences. Although we had made some improvements in this area across the years, the most recent assessment showed declines in student participation. These NSSE results impacted our topic selection in that we saw an opportunity for improvement in a number of areas by enhancing the extent to which our students participated in high impact experiences, and we viewed doing so as an opportunity to help our students compete better against those other students in the marketplace. Additionally, it is well understood from the best practice literature in higher education that these experiences are critical for deep learning (e.g., within one’s discipline), and also for fostering student persistence, thus these findings underscored the value of opting for a QEP topic that promoted them.



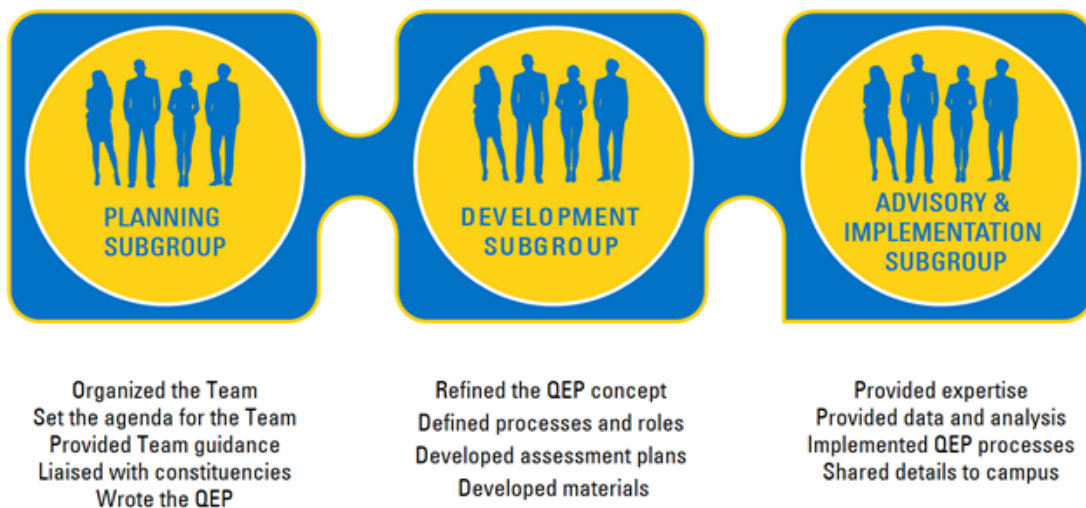
Based on our commitment to utilize the strategic plan, institutional data, constituency feedback, and best practice guidance to steer our QEP topic selection, the choice to adopt career skill development through experiential learning as outlined in the concept proposal *Majoring in Experience: Student Outcomes Coming up ACES* was appropriate. From that point, the concept was developed further to create our final QEP, *Level UP! Experience Your Future*.

QUALITY ENHANCEMENT PLAN DEVELOPMENT

In Fall 2019, the QEP Implementation Team was formed in order to foster further development of the selected concept into a plan for submission to SACSCOC. The Team represented all constituent types and, because the new QEP was to focus on improving career readiness through high impact experiences, some members also were chosen for their expertise in those areas. The Team refined the originally selected concept over the course of the 2019-20 academic year and prepared a plan for submission.

The QEP Implementation Team initially was divided into three subgroups to facilitate its work, each with a specific focus as we refined our QEP concept and prepared for implementation.

QEP IMPLEMENTATION TEAM STRUCTURE



The membership for each of these subgroups appears in Table 5. *The Planning Subgroup*, which consisted of two Co-Directors (one staff and one faculty), the University Assessment Coordinator, and the two creators of the selected full concept proposal, became responsible for determining the agenda for meetings and providing guidance to the larger group about next steps in our implementation process. *The Development Subgroup*, which was comprised of members of the Planning Committee plus additional faculty and staff leaders with extensive experience in high impact learning practices, included one Dean, one Department Chair/Associate Dean, one faculty member from each of the four Colleges, and one Student representative. The Development Subgroup became responsible for the refinement of the originally selected concept proposal while also staying mindful of campus culture and feasibility (i.e., resources) to the greatest extent possible. Finally, a non-voting *Advisory and Implementation Subgroup* was formed to provide expertise in other areas (e.g., marketing, data analysis, advising, transcript issues, programming, and best practice in high impact strategies) as needed. The latter subgroup also assisted with refining and implementing early pieces of the QEP proposal, and assisted with preparations for the launch of the QEP.

TABLE 5. QEP IMPLEMENTATION TEAM MEMBERSHIP BY SUBGROUP

NAME	PLANNING SUBGROUP NAME	POSITION
Laurie Couch	Associate Provost for Undergraduate Education & Student Success	Co-Director
Timothy O'Brien	Associate Professor of Mathematics	Co-Director
Megan Boone	Director, Office of Career Services	Initial Author
Janet Ratliff	Associate Professor of Management and Entrepreneurship	Initial Author
Shannon Harr	Director of University Assessment	Assessment Lead
NAME	ADDITIONAL MEMBERS OF THE DEVELOPMENT SUBGROUP UNIVERSITY POSITION	HIP EXPERIENCE
Greg Russell	Dean, Elmer R. Smith College of Business and Technology	Internships
Dianna Murphy	Associate Dean, School of Humanities and Social Sciences	Education Abroad, Internships, Service Learning
Sherif Rashad	Professor of Computer Science, Faculty Senator (Elmer R. Smith College of Business and Technology)	Internships, Undergraduate Research
Dirk Grupe	Assistant Professor of Astrophysics & Space Science, Faculty Senator (College of Science)	Undergraduate Research
Alana Scott	Associate Professor of History, Education Abroad, Internships, Undergraduate Research (Caudill College of Arts, Humanities, and Social Sciences)	Education Abroad, Internships, Undergraduate Research
Kim Nettleton	Associate Professor of Education, Director of Quality Assurance and Assessment for the Ernst & Sara Lane Volgeneau College of Education	Internships, Service Learning
Rebecca Roach*	Assistant Professor of Education (Ernst & Sara Lane Volgeneau College of Education)	Internships
Nick Anderson	Student Government Association Representative	Internships, Education Abroad, Undergraduate Research
Connor Tilford**	Student Government Association Representative	Internships, Undergraduate Research
NAME	ADVISORY AND IMPLEMENTATION SUBGROUP, UNIVERSITY POSITION	
Jami Hornbuckle	Assistant Vice President for Communications and Marketing	
Laura King	Retention Specialist & Academic Advisor	
Chris Bledsoe	Technology Business Analyst III	
Courtney Andrews	Director, Institutional Research and Analysis	
Keith Moore	Registrar	
Evan Prellberg	Coordinator of Undergraduate Research	
Aaron Hirsch	Coordinator of Education Abroad	
Louise Mason	Coordinator of Service Learning	
Rebecca Wright	Coordinator of Internships	
Bob Helton	Executive Director of the Morehead Rowan County Economic Development Council	

* Appointed after the Team originally was formed to represent faculty in the Ernst & Sara Lane Volgeneau College of Education when Kim Nettleton took on a staff role

** Appointed as a replacement when the prior Student Government Association representative left for an internship

In 2019-20, the full QEP Implementation Team met twice, and the Development Subgroup met 16 times to reach a consensus for modifying the original concept proposal to meet SACSCOC standards and ensure the support of all the constituencies represented. As development of the plan progressed, however, it became clear that working groups for each of the four high impact practice areas and one for assessment would speed our progress in making decisions about how specific plan-related issues should be handled. When such issues arose, QEP Implementation Team members with expertise in each high impact area, as well as the staff coordinator of the respective high impact area, were reorganized into *Implementation Workgroups* to address the special issues (see Table 6). These workgroups were helpful in aligning the academic requirements of the program to our institutional needs for assessment, funding, tracking, and professional development associated with the QEP.

TABLE 6. IMPLEMENTATION WORKGROUPS

NAME	UNDERGRADUATE RESEARCH WORKING GROUP, UNIVERSITY POSITION
Evan Prellberg	Coordinator of Undergraduate Research
Dirk Grupe	Assistant Professor of Astrophysics & Space Science, Faculty Senator (College of Science)
Alana Scott	Associate Professor of History (Caudill College of Arts, Humanities, and Social Sciences)
NAME	EDUCATION ABROAD WORKING GROUP, UNIVERSITY POSITION
Aaron Hirsch	Coordinator of Education Abroad
Janet Ratliff	Associate Professor of Management and Entrepreneurship
Dianna Murphy	Associate Dean, School of Humanities and Social Sciences
NAME	SERVICE LEARNING WORKING GROUP, UNIVERSITY POSITION
Louise Mason	Coordinator of Service Learning
Kim Nettleton	Associate Professor of Education, Director of Quality Assurance and Assessment for the Ernst & Sara Lane Volgeneau College of Education
Janet Ratliff	Associate Professor of Management and Entrepreneurship
NAME	INTERNSHIP WORKING GROUP, UNIVERSITY POSITION
Megan Boone	Director, Office of Career Services
Greg Russell	Dean, Elmer R. Smith College of Business and Technology
Sherif Rashad	Professor of Computer Science, Faculty Senator, Elmer R. Smith College of Business and Technology)
Connor Tilford	Student Government Association Representative
NAME	ASSESSMENT WORKING GROUP, UNIVERSITY POSITION
Louise Mason	Coordinator of Service Learning
Kim Nettleton	Associate Professor of Education, Director of Quality Assurance and Assessment for the Ernst & Sara Lane Volgeneau College of Education
Janet Ratliff	Associate Professor of Management and Entrepreneurship

SUMMARY

As can be seen, the development of the institution’s Quality Enhancement Plan has involved representatives from all of MSU’s constituencies from the start and throughout the process. Not only were the teams who selected and refined the QEP topic highly representative of the major stakeholders of the University, but those teams also relied heavily on feedback from our constituent groups to do their work. Additionally, during the development of the final plan, the Co-Directors of the QEP sought feedback at all stages and kept the University community informed of progress through periodic presentations at the institution’s Fall and Spring Convocations, presentations at Faculty Senate, Staff Congress, and Student Government Association meetings, and through visits to individual units and academic departments. The group that now has been assembled to implement the QEP touches nearly all facets of the institution, from personnel in the academic departments, to Enrollment Services, to Information Technology, to the Registrar, to Advising and Career Services, to Institutional Research, to Communications and Marketing, to students. Taken together, our process has assured the broad-based support necessary for a strong program launch and delivery. Additionally, because those involved in its development relied on our strategic plan for guidance throughout the development process, our QEP will help MSU achieve the academic excellence and student success goals we have committed to in support of our mission.



CHAPTER 2:

DESIRED STUDENT LEARNING OUTCOMES

Morehead State University's next Quality Enhancement Plan, *Level-UP! Experience Your Future*, provides undergraduate students the opportunity to move their career preparation to the next level by engaging in major-specific high impact educational experiences.

Level-UP! Experience Your Future seeks to build a campus culture in which undergraduate students expect to take advantage of opportunities to move their career preparation to the next level by engaging in major-specific high impact educational experiences, such as undergraduate research, education abroad, service learning, and internships, to develop critical skills. In doing so, students will gain improved communication skills, critical thinking, teamwork, and professionalism; and, they also will gain the important skill of articulating examples of how they can use these competencies in a discipline-specific setting. Upon acquiring these important skills, and learning to provide others with evidence that they possess them, students will “hit the mark” that employers have set for preferred skills and they will become increasingly marketable in their fields.

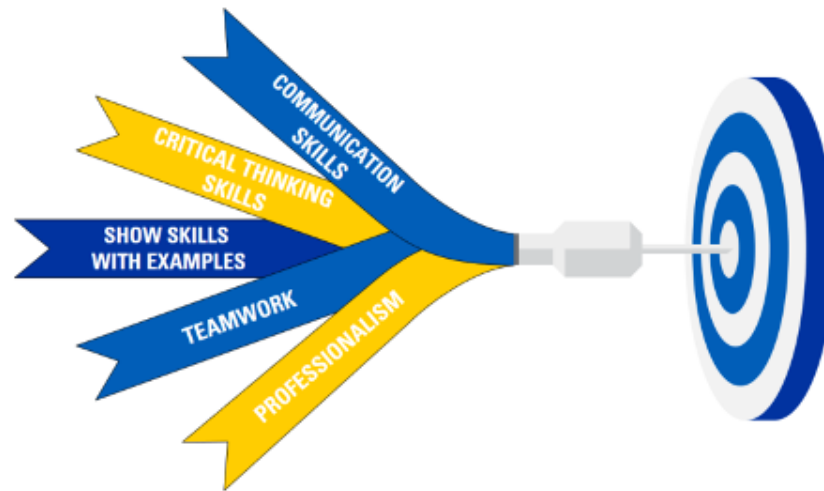
In order to prepare our undergraduate students in this way, our Quality Enhancement Plan leverages the concept of “leveling up,” often associated with gaming culture, to convey to them that as they pursue high impact experiences they become more and more marketable in their future careers. For example, students start by going to college and learning the content and skills associated with their major fields of study. They may level up again when they develop career competencies like critical thinking, communication skills, teamwork, and professionalism through high impact educational experiences in their fields; and they may level up yet again when they learn to take the high impact experiences they’ve had and translate them into a coherent story which provides both evidence of their skills and examples of how they were developed.



For example, students might take a course in their major in which teamwork is developed through a service learning project. During the course, students would have content-related opportunities to build their skill related to the various aspects of teamwork as they simultaneously grow their discipline skills and knowledge. Along the way they also would practice conveying their proficiency at teamwork by sharing specific, discipline-related examples of how they built and used the various components of teamwork. in writing or conversation. Other students might, for example, take a class in which critical thinking is emphasized through an undergraduate research project. As they learn their discipline content in the class, students also would be given multiple opportunities to practice and develop various aspects of critical thinking step by step in the activities associated with the research project. As their skill at critical thinking grows, the class also would create opportunities for students to practice articulating critical thinking examples in the context of the course content and activities, thus allowing students to develop proficiency in articulating their skills in a compelling, discipline-specific manner.

DEVELOP CAREER SKILLS FOR SUCCESS

BE ON TARGET • GET THE JOB



In our plan, the key to leveling up is for students to engage in carefully curated high impact experiences in their majors that help them develop the critical employability skills and teach them how to “sell” those skills to potential employers with concrete examples based on their experiences. To measure our plan’s effectiveness, we will assess student attainment on two student learning outcomes that integrate these key components, each using both direct and indirect measures.

SLO#1

STUDENTS PARTICIPATING IN A HIGH IMPACT EXPERIENCE WILL DEMONSTRATE A CAREER COMPETENCY (I.E., ORAL OR WRITTEN COMMUNICATION, CRITICAL THINKING, TEAMWORK, OR PROFESSIONALISM)

Results of the preliminary survey we conducted with our constituent groups in order to choose a QEP topic indicated that the top four areas our constituents suggested for improvement (experience in “real life” careers, analytical and reasoning skills, job attainment skills, and oral and written communication) all reflected a desire and need for a plan to develop career readiness skills in our students. Thus, it was clear that our first student learning outcome should address students’ acquisition of such skills.

Several factors went into our decision to focus our QEP on the particular readiness skills of oral or written communication, critical thinking, teamwork, and professionalism, however. First, these particular skills all are listed among those identified as the most critical employability skills by the National Association of Colleges and Employers (2018) and the Quality Assurance Commons (2020), two leading authorities on hiring trends. Similarly, the research by the Association of American Colleges and Universities (2018) also identified these as some of the most highly desirable career competencies as rated by employers. Results of our own preliminary survey of constituents also stressed the perceived importance of our students’ communication skills and critical thinking skills, with more than 30% of them endorsing the need to improve these skills through our QEP.

Second, preliminary baseline data collected on our campus during 2020 revealed that fewer than 30% of our students had attained critical career competencies at the levels of proficiency needed to be highly competitive on the job market (i.e., only 28% attained proficiency in oral communication, 20% in written communication, 20% in critical thinking, 25% teamwork, and 27% in professionalism). These data clearly show that MSU students would benefit from a program that fosters greater development of these particular career competencies. Not surprisingly, our data also revealed the

percentage of students who had attained the highest levels of proficiency on the career competencies was greater for our students who had participated in courses involving high impact activities than for those who had not (e.g., 38% vs. 10% attained proficiency in oral communication, 24% vs. 17% in written communication, 32% vs. 14% in critical thinking, 41% vs. 14% in teamwork, and 41% vs. 18% in professionalism). These findings suggest that high impact experiences can be an important tool in a program that fosters greater development of these particular career competencies, and that even uncoordinated high impact experiences can lead to such development. Thus, we opted to operationalize our student learning outcome in the context of high impact experiences.

In order to gauge the QEP's success in relation to SLO #1, the institution will assess students' proficiency in demonstrating a critical career competency (i.e., communication skills, critical thinking, teamwork, or professionalism) through a high impact experience. We will know our QEP has been successful if our target number of students (i.e., 60%) demonstrates proficiency in a critical career competency.

SLO#2

STUDENTS WILL ARTICULATE AN EXAMPLE OF HOW THEY GAINED A SPECIFIC CAREER COMPETENCY (I.E., ORAL OR WRITTEN COMMUNICATION, CRITICAL THINKING, TEAMWORK, OR PROFESSIONALISM) THROUGH A HIGH IMPACT EXPERIENCE

Through our constituent surveys, our campus community let us know that they preferred a QEP that focused on improving students' job attainment skills. Indeed, more than one third (i.e., 36%) of our constituents endorsed the need to make improvements in this area, so we focused our efforts on setting a student learning outcome that reflected particular skills that would assist students to land a position. According to the Society for Human Resource Management (2016), one of the most critical job attainment skills is the ability to describe examples of one's competencies during an interview – to market themselves with concrete examples of those skills in actions – and to do so in the context of a particular field or discipline. Thus, we opted to make articulation of such examples the focus of our second student learning outcome.

To this point MSU had never assessed our students' abilities to articulate examples of their career competencies before, but in 2020 we began to gather baseline data about the extent to which students had attained proficiency in articulating their use of critical career competencies in a discipline setting. Baseline data on this issue suggested that although some students approached proficiency at articulating their career competencies via discipline-related experiences, the majority did not. Only 0.5% who were formally assessed were able to fully articulate their skills at a proficient level, and upon self-assessment most students were aware of their lack of articulation proficiency, as well (i.e., 82.9% indicated their attempt to articulate career competencies in a discipline-specific setting did not reach proficiency level). These data clearly show that MSU students would benefit from a program that fosters articulation skills with respect to career competencies.

In order to gauge the QEP's success in relation to SLO #2, the institution will assess students' proficiency in articulating examples of how they utilized a critical career competency (i.e., communication skills, critical thinking, teamwork, or professionalism) in a high impact experience. We will know our QEP has been successful if our target number of students (i.e., 50%) demonstrates proficiency in this important skill.

INSTITUTIONAL GOALS

Our own baseline data support the idea that high impact experiences are associated with both the attainment of critical career competencies and students’ abilities to articulate examples of those competencies at work. In addition, MSU already had identified high impact experiences as an area that it would like to expand for undergraduate students through the development of the *Come SOAR with Us* strategic plan for two main reasons. The first was that best practice literature strongly supports their use for improved learning and skill development, a point which will be described in detail later in this report. The other was that MSU’s results from the National Survey on Student Engagement (NSSE) had indicated that our students were lagging behind those from other institutions in the extent to which they participate in such experiences. For example, as can be seen below in Table 7, in 2018 the number of MSU seniors who reported that they had participated in each of the four high impact experiences that are the focus of our QEP was lower than for seniors at both our aspirational and practical school sets, and MSU senior endorsements for three of the four high impact experience areas were lower than those made by seniors at other institutions within Kentucky. Further, results of MSU’s preliminary constituent surveys used when selecting a QEP topic support the notion that our campus community views high impact experiences as an important tool to improve our students’ educations.

TABLE 7. MSU’S 2018 NSSE DATA COMPARISON OF STUDENT ENGAGEMENT IN HIGH IMPACT PRACTICES

HIGH IMPACT EXPERIENCE	MSU PARTICIPATION	KENTUCKY SYSTEM DIFFERENCE	PRACTICAL GROUP DIFFERENCE	ASPIRATIONAL SCHOOLS DIFFERENCE
Service Learning	66%	+7%	-1%	-1%
Research with Faculty	21%	-7%	-3%	-5%
Internship or Field Experience	49%	-8%	-1%	-7%
Study Abroad	8%	10%	-2%	-8%

These points all led the institution to look for ways to expand student participation in high impact experiences. Although not the primary purpose of our QEP, we believe our project can serve as an important tool to help us increase the percentage of students who participate across time. In gathering baseline data for our QEP, we observed that 43% of students from each student cohort between 2013 and 2016 participated in at least one high impact experience prior to graduation. In most cases, students who participated did so by engaging in multiple high impact experiences. For example, between the academic years of 2013-14 and 2019-20 the institution recorded that an average of 2371 students participated in high impact experiences, but as a group those students engaged in an average of 5,783 high impact experiences. We would like to increase the cohort participation rate to 50% by year two of the QEP, and to 75% by the fifth year of the project. Thus, as part of how we assess the success of our program, we will track students who participate in high impact experiences over the duration of the QEP. Using these data we will determine if our plan has been successful at helping us achieve these institutional targets alongside our student learning outcomes.

Finally, a large body of evidence from the research literature has supported the idea that high impact experiences promote student persistence to graduation. Data at MSU supports this pattern as well. For example, as can be seen in Table 8, data for our students over several years have shown that participation in high impact experiences was positively related to retention rates at each point on students’ trajectory toward graduation. For example, among our latest cohort to graduate across a six year period (i.e., the 2013 cohort), although the overall undergraduate graduation rate was 45.9%, students who had participated in a high impact experience graduated at a rate of 75.6%. Data like these clearly support the notion that high impact experiences can drive up rates of graduation to high levels.

Because our QEP will utilize such experiences more broadly than has been done on our campus before, doing so may act as a catalyst for increased retention, and thus increased graduation rates for our students. Indeed, we expect that scaling high impact experiences in service of our QEP’s two student learning outcomes will help us reach a target graduation rate of 48.2% by the end of our fifth year. To assess whether it does, students who participate in such experiences through the QEP will be tracked, and their rates of graduation will be compared to similar students who do not participate. In addition, we will track the overall rates of graduation for the cohorts who are impacted by our plan and determine if we reach our desired target.

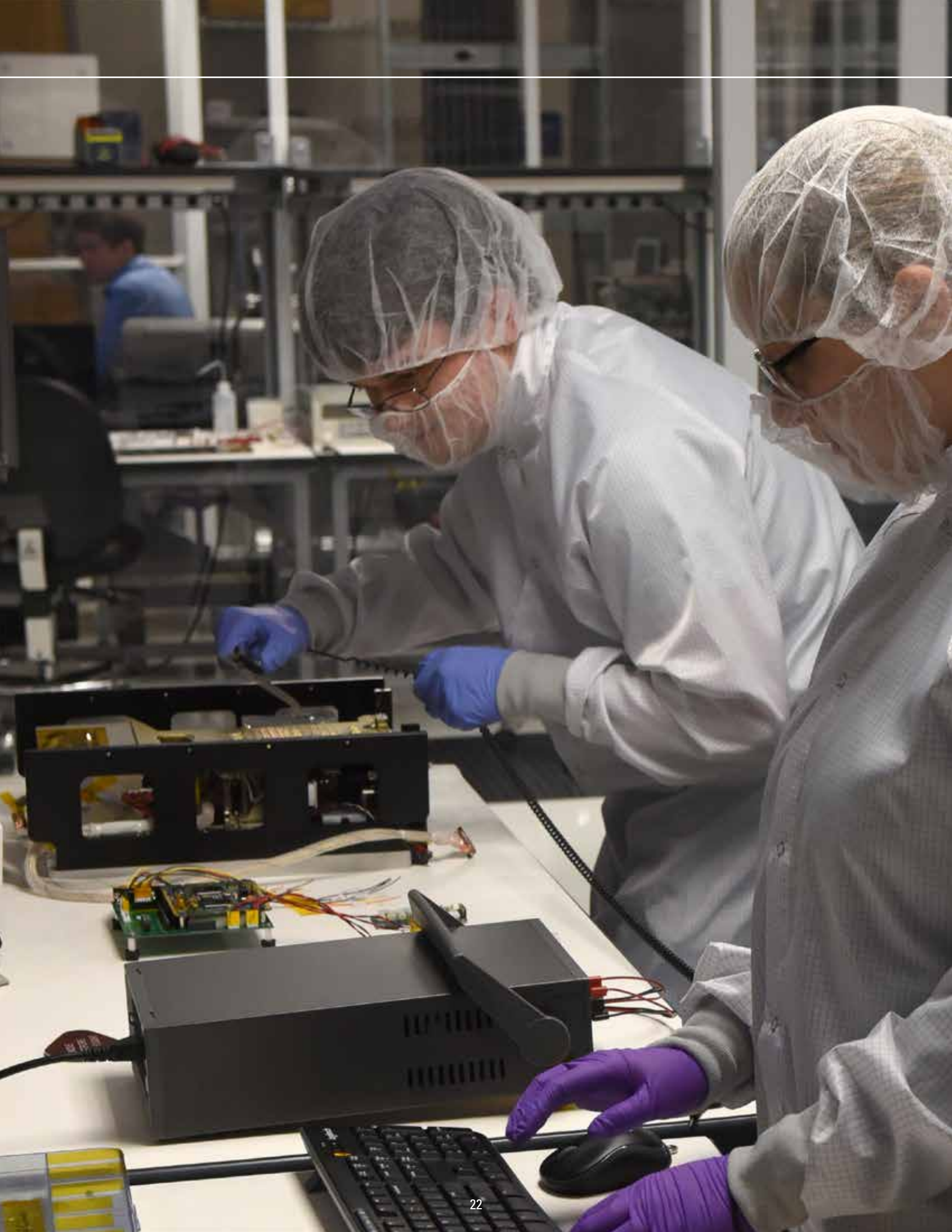
TABLE 8. MSU RETENTION RATES AND PARTICIPATION IN HIGH IMPACT EXPERIENCES BY COHORT

HIGH IMPACT EXPERIENCE	RETENTION RATES	PARTICIPATION STATUS	COHORT					
			2013	2014	2015	2016	2017	2018
Undergraduate Research	1st-to-2nd Year	Participated	97.5%	98.9%	98.8%	98.8%	97.4%	100%
		No participation	67.4%	63.5%	69.1%	70.2%	72.1%	72.4%
	1st-to-3rd Year	Participated	97.5%	97.8%	97.5%	97.5%	94.7%	n/a
		No participation	55.0%	51.1%	55.3%	58.8%	58.6%	n/a
	1st-to-4th Year	Participated	92.6%	93.5%	93.8%	93.8%	n/a	n/a
		No participation	48.0%	44.9%	47.1%	50.4%	n/a	n/a
Education Abroad	1st-to-2nd Year	Participated	100%	100%	100%	100%	100%	100%
		No participation	69.7%	65.5%	70.4%	71.1%	73.2%	73.1%
	1st-to-3rd Year	Participated	100%	100%	100%	97.9%	96.0%	n/a
		No participation	58.3%	53.8%	57.1%	60.0%	60.1%	n/a
	1st-to-4th Year	Participated	100%	100%	100%	93.8%	n/a	n/a
		No participation	51.4%	47.7%	49.0%	51.7%	n/a	n/a
Service Learning	1st-to-2nd Year	Participated	100%	74.3%	81.0%	93.9%	100%	100%
		No participation	69.6%	65.3%	70.4%	71.7%	73.1%	73.2%
	1st-to-3rd Year	Participated	85.7%	67.6%	74.1%	97.0%	100%	n/a
		No participation	58.2%	53.4%	57.0%	60.6%	59.9%	n/a
	1st-to-4th Year	Participated	57.1%	60.8%	69.0%	100%	n/a	n/a
		No participation	51.4%	47.4%	49.0%	52.1%	n/a	n/a
Internships	1st-to-2nd Year	Participated	94.0%	91.8%	93.7%	93.7%	94.3%	92.7%
		No participation	53.3%	50.3%	55.9%	57.7%	63.2%	66.4%
	1st-to-3rd Year	Participated	88.1%	87.3%	89.0%	88.4%	86.6%	n/a
		No participation	38.2%	34.4%	37.3%	43.2%	47.6%	n/a
	1st-to-4th Year	Participated	81.9%	81.8%	80.1%	81.6%	n/a	n/a
		No participation	30.8%	28.0%	30.0%	34.2%	n/a	n/a

SUMMARY

Morehead State University's new QEP seeks to improve the career readiness of our undergraduate students through high impact experiences. We have created two student learning outcomes that express the types of skills we seek to improve in our undergraduates. SLO #1 outlines the expectation that students in high impact experiences will demonstrate a particular career competency from among the following: communication skills, critical thinking, teamwork, or professionalism. SLO #2 conveys our expectation that students in high impact experiences will articulate an example of themselves using one of those same career competencies in the context of their experience. We will know that our QEP has been successful if our students attain proficiency for these student learning outcomes at the target rates.

At the same time, because our QEP utilizes high impact experiences as a vehicle to student attainment of the learning outcomes outlined above, it offers an opportunity for MSU to capitalize on the project to achieve some of its institutional goals. In particular, MSU seeks to increase the number of students who participate in high impact experiences and to enhance undergraduate graduation rates through student participation in high impact experiences. As a secondary indicator of our program's success, we will measure progress in these areas. If we succeed in achieving our targeted increase for each metric in this regard we will feel the program has been of value to MSU.



CHAPTER 3:

REVIEW OF RELEVANT LITERATURE

Students assume that a college degree will prepare them well for their future careers. Indeed, upon graduation, most students believe they are well prepared for the workforce (AACU, 2018), and a recent Gallup (2014) study suggested that 71% of college students believe they will obtain the necessary skills for success in the job market through their college experiences. Unfortunately, studies also find that 53% of college graduates are unemployed or working in a job that doesn't require a bachelor's degree (Competitive Wisconsin, 2012), thus it is clear that the assumptions about how colleges and universities prepare students for careers, as well as the methods they use to do so, should be explored further.

Interestingly, confidence that the college experience is linked to career readiness often is tied to the idea that the discipline-specific expertise that one gains in college is what makes them marketable. While employers obviously agree that discipline-specific expertise is important, many also say that other types of skills, known as career competencies or “soft” skills, often are equally important as compared to discipline knowledge or skills when hiring decisions are made (Clark, et al., 2015). Career competencies are personal capabilities employers see as critical, over and above discipline-specific content knowledge and skills, because they cut across disciplines as an ingredient for success in most jobs. Whereas many skills fall into this category, including leadership, technology skills, and cultural competence or global fluency, several leading organizations who study hiring decisions (AACU 2015; Business Roundtable, 2016; NACE, 2018; QA Commons, 2020) have found that four are most critical to one’s success on the job market. They are:

- written and oral communication,
- critical thinking,
- teamwork, and
- professionalism.

Unfortunately, college graduates tend to believe they have attained these competencies to a higher degree than do employers (AACU, 2015; Bauer-Wolf, 2018; National Research Council, 2012). For instance, according to a recent report by the National Association of Colleges and Employers (NACE, 2018), nearly 90% of students considered themselves proficient in professionalism, but employers only viewed 42% as proficient. Similarly, despite the fact that nearly 80% of students felt their written and oral communication skills and/or critical thinking skills were proficient, far fewer employers thought so. In the same study, employers rated only 41% competent in written/oral communication, and just 56% were rated competent in critical thinking. Students were a little closer to employers in their assessments of their teamwork skills, with nearly 85% indicating they saw themselves as proficient as compared to 77% of employers regarding them as such, but clearly a skills gap also can be seen for this critical competency.

STRATEGIES FOR ENHANCING CAREER COMPETENCIES

Given the skills gap employers perceive when considering career competencies of potential employees, and the high value they place on such career skills, institutions of higher learning are under pressure to do a better job at helping students attain career competencies over and above just discipline-specific skills. The question they face is how best to approach the task. The Business Roundtable (2016), a consortium of CEOs from major corporations, has argued that career competencies are best fostered through experiential learning. Similarly, in their study of over 400 employers, Hart Research Associates and the American Association of Colleges and Universities (2015) reported that they “broadly endorse an emphasis on applied learning experiences in college” (p. 2) because they know it is an effective strategy for developing career competencies. In their study, most employers indicated that they would be more likely to hire candidates who had such experiences (e.g., 50-94% indicated a preference for college graduates who had completed an internship, a collaborative research project, a field-based service project completed within a diverse context, or education abroad program, etc.), and nearly 90% reported it was important that colleges prepare students through applied learning projects. Not surprisingly, students also believe that achieving field-specific knowledge or skills in conjunction with career competencies is one of the most important things they can do prior to graduation (AACU, 2013), and faculty strongly support the strategy because they understand that experiential strategies are key to promoting critical thinking, oral and written skills, and teamwork among their students (e.g., Peters, Tisdale, & Swinton, 2019).

Not only do employers desire workers with discipline-related expertise and basic career competencies, though, they want employees who are able to synthesize the two in ways that will benefit performance (Hora, 2017). In other words, although employers may appreciate expertise in the field or career competencies independently, they prefer hiring candidates who blend the two together. They prefer candidates, for example, who can write in the context of their industry (e.g., developing a business or technical report, writing articles or newsletters for employees/customers or the public, or creating written pieces or proposals to address or illustrate industry concerns, etc.). And, they favor hiring graduates who can prepare a stimulating oral presentation that demonstrates how to address an industry issue they

have analyzed (i.e., an employee who can mix oral communication skills and critical thinking with discipline-specific knowledge). When making hiring decisions, employers also are drawn to those who can demonstrate strong teamwork in solving industry problems (i.e., employees who blend teamwork with discipline expertise). As these examples illustrate, college graduates who want a “leg up” in the hiring market will have to demonstrate that they are competent in, and can apply, career competencies to their respective fields. Experiential learning provides an effective path to develop these essential career competencies, and will arm students with examples of how they use them in contexts beyond the classroom.

Based on studies like those referenced above, over the last 20 years higher education has shifted its view somewhat to perceive experiential learning as a critical pathway or catalyst for learners to integrate their subject expertise with career competencies in ways that are valued by employers. Because of this heightened focus on experiential pedagogies as tools that are capable of transforming the learner in these critical ways, and because so many types of benefits arise from hands-on or applied strategies, we now refer to these methods collectively as *high impact experiences*.

HIGH IMPACT EXPERIENCES

High impact experiences, as proposed by George Kuh (2008) and promoted through the National Survey of Student Engagement (NSSE) and Association of American Colleges and Universities' *Liberal Education and America's Promise* (LEAP) Challenge, are a constellation of hands-on or applied strategies frequently used in higher education, including first year seminar experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments/projects, and capstone courses. They also very commonly include practices such as *undergraduate research, education abroad, service learning, and internships* (Michaelsen & McCord, 2011), which are the focus of MSU's Quality Enhancement Plan.

In each of their forms, the high impact experiences have been found to trigger deep learning, engagement with content, and development of secondary skills (such as career competencies) through the use of the following common elements (see Kuh & O'Donnell, 2013):

- Opportunities to discover relevance of learning through real-world applications;
- Periodic, structured opportunities to reflect and integrate learning;
- Frequent, timely, and constructive feedback;
- Interactions with faculty and peers about substantive matters;
- Significant investment of time and effort by students over an extended period of time;
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which the students are familiar;
- Performance expectations set at appropriately high levels; and
- Public demonstration of competence.

When students engage with material through high impact projects, they experience wide-ranging, positive effects. For instance, while learning through high impact experiences, students show enhanced academic performance – they score higher on their examinations and final course grades (Brownell & Swaner, 2010; Mpofu, 2007), understand course content better (Blair, Millea, & Hammer, 2004), and can apply their course-related content to real life (Prentice & Robinson, 2010) to a greater extent than those who do not learn through high impact methods.

It also has been demonstrated that students in high impact experiences cultivate employability skills, like writing (Wurr, 2002) and diversity awareness (i.e., global fluency; Brownell & Swaner, 2010) to a higher degree than their counterparts who do not engage in high impact learning. Indeed, research from across many disciplines (e.g., teaching, nursing, engineering, healthcare, etc.) has shown that high impact experiences can foster such various types of career competency development through engagement with the discipline (e.g., Ngang, Yunus, & Hashim, 2015).

The common elements of the high impact experiences that foster the career competencies include periodic feedback, progressive reflection, and the pressure of public demonstration of competence. For example, high impact experiences often require written and/or oral communication in order for students to publicly demonstrate their competence or articulate their learning. One may “level up” their communication skills by using frequent feedback about their progress along with reflections about their own performance to correct shortfalls and build toward the high standards for performance they are supposed to achieve. Similarly, students may learn teamwork through high impact experiences because they often require exposure to, or working with, other students or faculty on discipline-related tasks in which they receive periodic feedback and opportunities to reflect on their engagement with those others.

COMPETENCIES ASSOCIATED WITH SPECIFIC HIGH IMPACT EXPERIENCES

A careful review of the literature suggests that rather than distinct career competencies resulting from particular high impact strategies, it is possible to nurture a wide range of career competencies using each experiential approach. In other words, although it may be tempting to assume that students who engage in undergraduate research gain a certain set of competencies and those who do internships foster a wholly different set of skills, or that students who engage in education abroad achieve a unique set of soft skills as compared to those who participate in service learning, evidence has been found to suggest it is possible to promote the various critical employability skills through each of the high impact strategies. Brief examples of the links between various types of high impact experiences and competency development are outlined below.

UNDERGRADUATE RESEARCH. The Council for Undergraduate Research (2020) defines undergraduate research as “an inquiry or investigation conducted by an undergraduate student that makes an original or creative contribution to the discipline.” Undergraduate research may occur within any field, and typically students are paired with a faculty member who serves as a mentor to guide the student through the research process. Scholars have demonstrated many benefits of research experience for students, including improved professionalism (Wylie, 2018), teamwork (Zhang & Swaid, 2017), and critical thinking skills (Jones, 2019; Szecsi, et al., 2019). In addition, Little (2020) observed that participation in undergraduate research enhanced the development of presentation skills (i.e., oral communication), and Szecsi, et al., (2019) reported that doing so enhanced written communication skills, even three years later.

EDUCATION ABROAD. Education abroad, which involves students integrating discipline content with structured travel abroad to foster the development of new perspectives and skills, also has been linked to the enhanced employability and career progression as a result of the experience (Farrugia & Sanger, 2017). Specifically, in their research for the Institute of International Education, nearly 70% of respondents indicated that studying abroad increased skills in teamwork, because their travel experiences required group projects and activities. Many also reported that education abroad enhanced their confidence (94%) and work ethic/professionalism (60%), and many reported improved communication skills (89%). Several other studies of education abroad outcomes also have drawn a link between education abroad and the cultivation of critical employability skills like critical thinking (Roberts, et al., 2018; Rubenstein, et al., 2018).

SERVICE LEARNING. Service learning experiences, which are designed to assist students in making connections between the needs of a community and the academic material they are studying, integrate discipline-based instruction with community service and student reflection. Through guided reflections common during the service project, students develop enhanced professionalism (Wise & Yuen, 2013), writing skills (Astin, et al., 2000), critical thinking (Eyler & Giles, 1999), and improved oral communication skills (e.g., Keshwani & Adams, 2017; Najmr, et al., 2018). In addition, because service learning often occurs in group settings, participation has been found to be linked to improved teamwork skills (e.g., Bowland, et al., 2015).

INTERNSHIPS. Internships (which on our campus include traditional internships, cooperative education, practica, clinicals, and field experiences) are formalized work placements for students that provide practical experience as a means to explore an occupation or profession, gain a better understanding of professional expectations, and begin integrating college coursework into practice. Internships also help students set and confirm their career goals and expand their professional networks.

Madison, Grenci, and Bockanic (2017) have observed that internships offer the opportunity for students to learn myriad skills employers view as career competencies. Others have supported this notion, with evidence that students who participated in internships demonstrate greater professionalism (Lei & Yin, 2019) than those who did not. Internships also have been associated with the acquisition of stronger communication skills (Albu, Calu, & Guse, 2016) and teamwork skills (Trosset, McCormack, & Leatham, 2019). It is not surprising, given that so many career competencies seem to increase through internship experiences, that nearly all employers say they would prefer to hire applicants who participated in internships than those who had not (AACU, 2015).

REFLECTION

Kolb (1984), a recognized leader in experiential education, argues that the integrative benefits of such high impact pedagogies occur when novel applied experiences challenge participants to engage discipline content in ways that encourage them to see things from a new perspective and evaluate themselves along the way. Indeed, experts in this area agree that a critical component in the success of high impact experiences is the use of guided reflection and the student's progressive (i.e., frequent and sequential) analysis of their progress toward learning goals. Guided reflections push students to make those new connections between theory and practice (Howard, 2008), and in the process the student also is transformed through the integration of secondary skills, such as oral/written communication, critical thinking, etc. (Hansen, 2019; Schedlitzki, 2019). This notion stands in contrast to traditional practices in which knowledge and skill development are (supposedly) transmitted by telling or showing, and instead assumes knowledge is individually and communally constructed through progressive reflection (Kolb & Kolb, 2005; Michaelsen & McCord, 2011; NSSE, 1998). Reflection nurtures critical habits and skills that will improve employability, and so in order for institutions to design highly effective high impact programs that assist students in tying together their content knowledge with their developing career competencies, they must include consistent student reflections throughout the process, and train faculty in how to use them effectively.

ARTICULATING SKILLS GAINED IN HIGH IMPACT EXPERIENCES

Many students benefit from learning through high impact pedagogies, and as a result likely will be able to apply their skill sets and exercise career competencies in ways that make them highly marketable and a career competency selected by the faculty member. If potential employers do not know about these strengths, though, the value of the high impact experiences for the student is diminished. Students must convey the ways in which their competencies operate in conjunction with their discipline-specific expertise; after all, employers are more likely to hire applicants who can communicate their knowledge and skills using concrete examples (Smart, 2004).

Unfortunately, many educators believe that clear articulation of skills is a challenge for students, whether in the context of their work in the field or not (DuRose & Stebleton, 2016). As such, even students who have gained the career competencies that are so valuable to employers may not find success in their job hunts. To remedy the concern, experts have argued that we must facilitate the development of articulation abilities as a critical job attainment skill so that students may transmit their true value to potential employers. In their model, for example, Peck and Preston (2018) suggest we assist students in developing effective articulation skills through five steps: gaining awareness of the skill, acquiring it, applying it, advancing it, and finally articulating it. Others agree that scaffolding the development of articulation skills is an effective pedagogical strategy (Trowsdale & Clark, 2013), and most concur that this should be done in the context of hands-on learning (Jackson & Edgar, 2019; Pretti & Fannon, 2018).

An empirically supported strategy for scaffolding students' articulation skills, known as the STAR method, is an effective technique to help students learn to convey what they can do through the use of specific (i.e., guided) examples. Studies (e.g., Goodwin, et al., 2019) have shown, for example, that the method leads to a long-lived improvement in students' ability to articulate their skills developed through high impact experiences. Using the method, students describe the situation in which they used their knowledge and skills, discuss the task they performed that utilized the skill(s), outline the actions that they took that illustrate the career competencies, and detail the results or outcomes that followed as a result of their skill being used. The STAR acronym helps students recall the steps they should follow when detailing their experiences, and provides much needed structure for the mental processing of their career competency "story" they will need to tell to potential employers. Findings from several studies have supported the use of the STAR method, with students who use it better able to use artifacts and specific examples of their skills that are compelling to the listener. For example, in practice job interviews students who used the STAR method provided rich examples of their skills at work (e.g., Goodwin, et al., 2019; Pretti & Fannon, 2018).

ADDITIONAL STAKEHOLDER BENEFITS OF HIGH IMPACT EXPERIENCES

Clearly high impact experiences like undergraduate research, education abroad, service learning, and internships are key strategies in preparing students for career readiness. They help students develop critical career competencies, help them apply those skills to the discipline in new ways, and they support the development of articulation skills that enable students to highlight the ways in which their career competencies are blended with field expertise. But, they also have added benefits to student success, which both students and institutions value.

A consistent finding in the literature is that students who participate in high impact experiences exhibit higher rates of persistence, retention, and graduation (e.g., Brownell & Swaner, 2010; Kuh, 2008), whereas those who are not engaged in experiential learning are more likely to leave college before graduation (Tinto, 2000). Researchers (Bringle, Hatcher, & Muthiah, 2010; Kuh, 2008) believe there are several reasons that high impact activities improve retention of students, including more intense engagement with academic content, development of a sense of community, growth in interpersonal skills and professional identity, and deeper relationships with faculty mentors – all benefits that keep students connected to their learning trajectory and university experience.

The links between student success and high impact experiences do not appear to vary across the type of experiential strategy employed, with students who complete undergraduate research, education abroad, service learning, or internships all experiencing similar effects. For example, researchers like Pascarella and Terenzini (2005) have observed that undergraduate research has a positive influence on persistence and degree completion. Several studies suggest that the positive influence of undergraduate research participation is especially noticeable in persistence rates in the STEM fields (e.g., Rodenbusch et al., 2017; Russell, Hancock, and McCullough 2007), and others have observed that minority, first-generation, and underrepresented groups of students all are more likely to be retained to graduation if they conduct undergraduate research (Lopatto, 2004, 2007). Similarly students who study abroad are retained (Redden, 2012) and graduate (Sutton & Rubin, 2004) at higher rates, and their time to degree is shorter than their counterparts who did not study abroad (Barclay-Hamir, 2011). Those who participated in service learning also were more likely than similar others to be retained and graduate (Bringle, Hatcher, & Muthiah, 2010), and across a variety of disciplines, internship participation at the undergraduate level was associated with retention and degree completion (Schuette, 2019), even if students did not perceive it as influencing their college progression (Khraishi & Denman, 2017).

Given the clear connection between student participation in high impact activities and indicators of student success, it seems appropriate that institutions who wish to enhance rates of student persistence, retention, and graduation should work to foster them at high scale. The literature suggests that all types of high impact practices can have positive impacts on these measures of student success, and so it is appropriate to scale them all in order to achieve positive outcomes.

SUMMARY

The literature is clear that students who wish to be as marketable as possible upon graduation should not only work to develop discipline expertise, but also personal capabilities known as career competencies. Competencies such as communication skills, critical thinking, teamwork, and professionalism are highly desired by employers, who often report they are equal in importance to discipline expertise when they make hiring decisions.

Institutions of higher learning pride themselves on preparing their students for their future careers and many have invested in high impact experiences as a vital tool for boosting the extent to which they may foster the career competencies in their students. High impact experiences, such as undergraduate research, education abroad, service learning, and internships push students to grow their competencies through a cluster of common experiential and pedagogical features – most notably through progressive feedback to the student and the student’s critical guided reflections about their own development as they prepare for the public displays of their skills that are typically required as a culminating activity. As a result, those who participate in such experiences tend to develop stronger oral and written communication skills, enhanced critical thinking skills, better teamwork, and greater professionalism than their counterparts who do not. As an added benefit, students who participate also tend to persist to graduation to a greater extent than their counterparts, thus securing their degree as a pathway to employability.

Through the high impact experiences students not only gain the critical skills employers are looking for alongside discipline expertise, but they also are provided with the opportunity to create a personal story of how their skills operate in discipline-specific settings that they can share with potential employers. Through the STAR method, which has been empirically supported as a critical pedagogy for helping students to learn to articulate their skills, they can craft and hone the story they will tell in order to be able to share compelling examples of how their skills are used in the field.



CHAPTER 4:

THE QUALITY ENHANCEMENT PLAN

At Morehead State University, we envision a campus culture in which our undergraduate students expect to curate high impact experiences that not only bolster engagement with their disciplines, but also simultaneously help them develop critical career competencies, such as communication skills, critical thinking, teamwork, and professionalism. We seek to facilitate increased student participation in four types of high impact experiences in service of that vision: undergraduate research, education abroad, service learning, and/or internships. Through their experiences, we also want our undergraduate students to develop the ability to articulate concrete examples of their career skills at work in discipline-specific settings.

OVERVIEW

Our QEP will work to move the University to a point where these aspirations can be achieved, and to do so we must implement a new institutional approach to experiential learning that scales up centrally-coordinated high impact activities. We plan to provide such opportunities to students by supporting the redesign of some existing courses in our undergraduate majors to add high impact experiences and critical pedagogical elements that foster career competencies. Not all sections of the identified courses will be required to participate in the program, but those that do will be known as *Level UP!* sections.

To encourage students to take these special sections, we have designed a multi-faceted program that drives awareness of their value and informs students of how to connect with and capitalize on the opportunities in their academic programs. The program also recognizes those who opt in to *Level UP!* experiences and achieve proficiency in our focus career skills. We expect that as a result of the informational campaign and the recognitions available to them, students will pursue the opportunities and in the process expand their career readiness.

In support of the faculty and students who participate in our *Level UP!* program, MSU has established a new Center for Experiential Education which will work in concert with a new *Level UP!* Committee to coordinate our program efforts. The Center will assist faculty in redesigning and delivering their courses through coordination, professional development, and grant funding and assist students in learning more about the value of the *Level UP!* program and acquiring valuable recognitions for their participation. We also have mobilized campus constituents to support the program, and to support the students who participate in it, both on the front and back ends of their experiences. These QEP-related wrap around services, which will begin at the point of student recruitment and continue through until graduation, will come from multiple offices on campus, including Enrollment Services, Communications & Marketing, First Year Programs, Academic Advising, Career Services, and the Offices of the Registrar, Assessment, and Institutional Research.

Overall our QEP involves a number of features that have been put in place to ensure success. Each requires more explanation, thus below we discuss 1) the nature of the *Level UP!* courses and the process for their inclusion into the program, and 2) the ways in which we will attract students to them. Additionally, we describe 3) the wrap around services that we will use to serve the students and faculty who are participating in the program, and 4) the administrative structure that we will create to govern the successful delivery of the plan. More information also is available in our appendices.

LEVEL UP! COURSE SECTIONS

At MSU, we would like to ensure that undergraduate students in all disciplines are afforded the opportunity to develop their career readiness skills by participating in courses that utilize high impact experiences. We seek to incorporate these features, along with the critical pedagogical approaches that make high impact experiences successful, into existing courses within the curriculum – courses that students already would be taking in their majors. By doing so, students can level up their career competencies without having to take on extra activities, and faculty can deliver this important initiative without having to teach extra courses or offer more co-curricular opportunities than they already do.

Our faculty have the discipline expertise and latitude to determine which courses may fit our initiative best. We will ask them to evaluate the courses in the curriculum and determine which in each major might allow them to facilitate their discipline-specific objectives through high impact experiences, while also working to foster communication skills, critical thinking, teamwork, or professionalism. Once courses are identified as good candidates, the faculty will receive support to redesign particular course sections as *Level UP!* classes.

REQUIRED COURSE ELEMENTS

The *Level UP!* course sections that will be included in the QEP each will utilize a high impact strategy like undergraduate research, education abroad, service learning, or internships to foster the course's usual student learning outcomes and a career competency selected by the faculty member. Pedagogical elements common in these types of experiences that support both the usual outcomes and a selected career competency also will be required. These will include portfolio assignments, presentations or written documents, progressive (guided) reflections using the STAR method (see literature review), and frequent feedback – all hallmarks of a successful high impact experience. A listing of the common elements that will be required in all *Level UP!* course sections are outlined in Table 9.



TABLE 9. COMMON ELEMENTS OF *LEVEL UP!* COURSE SECTIONS BY TYPE

HIGH IMPACT ELEMENT	UNDERGRADUATE RESEARCH	EDUCATION ABROAD	SERVICE LEARNING	INTERNSHIPS
Preapproved experiential activities in undergraduate research, education abroad, service learning, or internships	Preapproved research project involving literature review and/or data collection, analysis, and dissemination	Preapproved 7+ days of supervised, structured educational travel involving curriculum and student learning outcomes	Preapproved 60+ hours of service project work mentored by faculty, agreed upon by site supervisor and Coordinator of Service Learning	Preapproved 60+ hours of hands-on work in a professional setting (paid or unpaid)
Develops a QEP career competency	Fosters a career competency (communication skills, critical thinking, teamwork, or professionalism)	Fosters a career competency (communication skills, critical thinking, teamwork, or professionalism)	Fosters a career competency (communication skills, critical thinking, teamwork, or professionalism)	Fosters a career competency (communication skills, critical thinking, teamwork, or professionalism)
A portfolio documenting high impact project with outcomes and/or presentation (See notes below)	<ul style="list-style-type: none"> • Research project description • Experience record documenting specific activities and links to discipline content and career skill • Paper or presentation materials demonstrating literature review, research methods, and outcomes 	<ul style="list-style-type: none"> • Travel plan with connection to content for each destination • Experience record documenting specific activities and links to discipline content and career skill • Paper or presentation materials demonstrating outcomes 	<ul style="list-style-type: none"> • Signed service learning agreement • Experience record documenting specific activities and links to discipline content and career skill • Paper or presentation materials demonstrating outcomes 	<ul style="list-style-type: none"> • Signed document outlining internship expectations • Experience record documenting specific activities and links to discipline content and career skill • Paper or presentation materials demonstrating outcomes
Three progressive reflections focused on growth and articulation of a career competency through the high impact experience (See Appendix H)	<p>1 – Guided reflection using the STAR method to articulate current progress on career competency through the research project (week 4)</p> <p>2 – Guided reflection using the STAR method to articulate current progress on career competency development through the research project (week 8)</p> <p>3 – Final guided reflection using the STAR method to articulate acquisition of career competency acquisition through research project (weeks 12-4)</p>	<p>1 – Guided reflection using the STAR method to articulate current progress on career competency through education abroad (week 4)</p> <p>2 – Guided reflection using the STAR method to articulate current progress on career competency through education abroad (week 8)</p> <p>3 – Final guided reflection using the STAR method to articulate acquisition of career competency acquisition through education abroad (weeks 12-4)</p>	<p>1 – Guided reflection using the STAR method to articulate current progress on career competency through service work (week 4)</p> <p>2 – Guided reflection using the STAR method to articulate current progress on career competency through service work (week 8)</p> <p>3 – Final guided reflection using the STAR method to articulate acquisition of career competency acquisition through service project (weeks 12-4)</p>	<p>1 – Guided reflection using the STAR method to articulate progress on career competencies through internship work (week 4)</p> <p>2 – Guided reflection using the STAR method to articulate current progress on career competency through internship work (week 8)</p> <p>3 – Final guided reflection using the STAR method to articulate acquisition of career competency acquisition through internship (weeks 12-4)</p>
Student Evaluation Forms (See Appendix G)	<ul style="list-style-type: none"> • Undergraduate Researcher Evaluation Form (completed by faculty) • Student Self-Assessment Form 	<ul style="list-style-type: none"> • Education Abroad Evaluation Form (completed by faculty) • Student Self-Assessment Form 	<ul style="list-style-type: none"> • Service Learning Evaluation Form (completed by faculty) • Student Self-Assessment Form 	<ul style="list-style-type: none"> • Internship Student Evaluation form (completed by faculty) • Student Self-Assessment Form

Notes on Assessment: Each student’s portfolio will be used as an artifact to support the assessment of SLO#1. Faculty will use rubrics to evaluate SLO #1 based on these portfolios, and their assessment ratings will be captured on the student evaluation forms that are required in the course (i.e., the Undergraduate Researcher Evaluation Form, Education Abroad Evaluation Form, Service Learning Evaluation Form, or Internship Student Evaluation Form – see Appendix F). The Final Guided Reflection will be used as an artifact for the direct assessment of SLO #2, to be assessed by evaluators by a rubric after submission (see Appendix H). Finally, the Student Self-Assessment Form will be used to gather student perceptions of their progress on SLO #1 and SLO #2 (see Appendix G). These perceptions will serve as indirect measures of those SLOs.

As can be seen in the table, the *Level UP!* course sections will include critical features that are common in high impact experiences. Students will gather content-related assignments such as those mentioned above into a portfolio to illustrate not only their mastery of discipline-related course objectives, but also to provide evidence of their progress on developing a career competency. In addition, students will engage in periodic guided reflections in which they provide examples (by using the STAR method) of how they used their career competency in the course of their high impact experience – they will do this with feedback at least three times, at weeks 4, 8, and 12-14. Each reflection prompt will ask students to describe their learning situation, the tasks they have been engaging in to gain the competency, actions they have taken that show evidence (so far) of the competency's development, and the results of their actions. After doing so, each student will write about whether they feel they are progressing toward competency and what they may do to improve their outcomes by the end of the experience. Faculty will read the reflections and offer feedback to each student about their progress, both in terms of their level of competency development and the extent to which they can successfully articulate examples of their competency at work. Students will be expected to use the feedback to make necessary changes in support of their future progress, and the final guided reflection will be used as an artifact to assess whether the student has attained the skill.

Near the end of each *Level UP!* course, students and faculty both will use course artifacts to formally evaluate the extent to which the student has gained the desired career competency through their high impact experience. These culminating evaluations will serve as important assessments through which we will determine the extent to which students' proficiency on the career competency has been achieved, and they will help to determine the success of our program.

DESIGNATING A COURSE SECTION AS PART OF THE *LEVEL UP!* PROGRAM

We believe that *Level UP!* courses will be a valuable tool in our QEP as we work to enhance the career readiness of our students. To ensure that all courses in the program conform to the design requirements that have been established, and that our students' experiences are high quality, we have created an approval process whereby faculty provide evidence for consideration by their peers that their course section fulfills the expectations of the *Level UP!* program.

To incentivize participation by faculty, MSU will offer \$500 redesign stipends to faculty who commit to retrofit their courses for the launch of the *Level UP!* program. In exchange for the stipend, faculty will complete trainings designed to assist them in the selection of the best-fitting career skill and high impact experience to emphasize in their *Level UP!* course, and prepare them to deliver the courses in both face-to-face and virtual formats as needed. Faculty receiving the stipend must agree to teach the course as a *Level UP!* section at least once. After the launch of the program, the redesign stipends will be reevaluated annually to determine if they are needed to further incentivize faculty participation.

Once faculty have redesigned a course section to include these required elements, they may apply to have it officially recognized as a *Level UP!* offering for the following terms. To be approved, they must convince the *Level UP!* Committee (the new committee that will manage our program once it is launched) that they have successfully incorporated a particular type of high impact experience into their section to achieve both the course student learning outcomes and a specific career competency. They also must provide evidence that their class includes the required pedagogical elements outlined in Table 9 and provides ample opportunities for skill development through feedback. If successful, the *Level UP!* Committee will notify faculty that their course section may be listed among the *Level UP!* offerings. Approval is only granted for a semester at a time, because we anticipate course sections will change semester to semester as a result of continuous improvement planning in the program.

PROGRAM AWARENESS

The *Level UP!* offerings are only valuable to students if they are aware of them and take advantage of them. Our QEP includes multiple strategies intended to facilitate students' awareness of the program and its value, as well as to convey specific offerings and processes for enrollment each term. Many of these strategies are outlined in our QEP marketing and communications plan (see Appendix D), and they call on critical units on campus to help us spread information about our program. Some of the highlights of our awareness plans for the *Level UP!* program are described below:

- Our MSU Viewbook, a primary print recruiting material for undergraduate students, will highlight the *Level UP!* program and its value.
- During student recruitment, MSU's Enrollment Services Counselors will promote the *Level UP!* program as a key highlight of the Morehead State Eagle experience at off- and on-site recruiting events.
- The *Level UP!* program will be highlighted at our summer orientation programs for new students as an important part of the experience they will have on our campus.
- The First Year Seminar course will highlight the importance of participating in the *Level UP!* program through its course content, and provide students with information about how to get involved.
- A group of undergraduate Student Ambassadors with experience in high impact activities, such as undergraduate research, education abroad, service learning, and/or internships, will be hired to promote the *Level UP!* experiences through on-campus presentations, tabletop recruiting, and social media campaigns.
- Students currently enrolled in *Level UP!* courses will be given backpack badges (i.e., backpack pins with the *Level UP!* logo displaying to others on campus that the student has taken steps to level up through participating in a particular type of high impact experience). We will work to create a campus culture in which the students work to collect all four types of badges (i.e., one each representing undergraduate research, education abroad, service learning, and internships) so they can carry them around campus in recognition of their involvement.
- A campus-wide bi-monthly email newsletter will be sent to share information about the *Level UP!* program.
- The MSU website, social media feeds (e.g. Facebook, Twitter, Instagram, etc.), and digital magazine will feature program highlights. The MSU website also will provide information about course offerings and enrollment.
- *Level UP!* offerings will be added to the course schedule in the term for which they are approved. Students will be able to identify these special sections through specific identifying information, including the competency that is to be the focus of the course and the high impact strategy that will be used to facilitate the course goals. For example, a designation saying "*Level UP!* Gain critical thinking through undergraduate research" or "*Level UP!* Gain teamwork through education abroad" would be added in the comments section during schedule build. The designation would appear when the course section is listed among the term's offerings on the master schedule of classes.

Students may register for as many *Level UP!* courses as they like, but we will encourage them to curate a collection of them on their academic record so that they are exposed to as many opportunities as possible to develop all of the critical career competencies. In order to do that, our QEP Implementation Team determined that we not only would need to engage in an awareness campaign, but we also would need to provide meaningful incentives to students to become involved in the opportunities that we will be providing. As such, we plan to launch a recognition program to incentivize student participation. The recognitions that would be available to students all are visible acknowledgments that they are leveling up in their career preparedness, and will be valuable ways one might distinguish himself or herself in the job market.

STUDENT RECOGNITION PROGRAM

We are convinced by best practice literature that important career-related competencies are obtained through participation in high impact experiences, and also that such participation is associated with greater retention of undergraduate students. We want to ensure that as many students as possible participate in such activities, especially within their disciplines. To convince students that doing so helps them level up in their career preparations, and to incentivize student participation, we will publicly recognize students (with permission) on social media or the MSU website to acknowledge their efforts. Highlight pieces will rotate through these platforms on a regular basis to emphasize the importance and benefits of choosing to level up.

In addition, we will offer two types of official recognitions to students who engage in a program-related experiential activity. These include notations on the students' transcripts indicating that they have participated in courses that are formally recognized high impact experiences, and the awarding of official Distinction(s) from the University acknowledging students who develop proficiency in our focus career skills through participating in our program. Both of these types of recognitions would be valuable evidence of career readiness that could be shared with potential employers at the time the student goes on the job market, and so we believe they will serve as incentives to students for participation. More information about each type of recognition is presented below.

TRANSCRIPT DESIGNATIONS AND DISTINCTIONS

When students complete their work in a *Level UP!* course section, the class will be denoted on their transcripts as a special section that utilized a high impact experience to convey course content. Specifically, the course will be denoted by language that indicates the type of high impact method utilized (i.e., undergraduate research, education abroad, service learning, or internships), and if possible a note will be added to indicate the career competency that was the focus of the class. This denotation will be an automatic process (i.e., it will require no action on the part of the student other than participation in the course), and it will be a visible indicator to all who view the transcript that the student took special steps to level up through the courses they chose to take.

By virtue of the required elements of the *Level UP!* course sections, students who complete them also will have the opportunity to be recognized with a Distinction by the University at the end of their experience by demonstrating proficiency in a particular competency area. The possible distinctions they may earn are:

- Distinction in Oral Communication,
- Distinction in Written Communication,
- Distinction in Critical Thinking,
- Distinction in Teamwork, and
- Distinction in Professionalism.



Those earning the honor(s) will receive public recognition at their Commencement ceremony for leveling up through specific wearable items, public acknowledgments, and a special designation in the Commencement program. In addition, students earning a Distinction in any of the five areas also will have the honor(s) denoted on their final transcript. Students may earn Distinctions in every competency area, for a maximum of five Distinctions, and each would appear as clear evidence that the student achieved something that sets them apart from others.

In order to achieve a Distinction from MSU, students must provide evidence that they are proficient in a given career competency area (i.e., through course artifacts) which will be collected by the Center for Experiential Education. The artifacts, some of which will be assessed by trained evaluators, must include:

- A written description of a preapproved high impact experience in undergraduate research, education abroad, service learning, or internships designed to enhance a specific career competency;
- The faculty/supervisor evaluation of proficiency in a career competency area (i.e., the Undergraduate Researcher Evaluation Form, Education Abroad Evaluation Form, Service Learning Evaluation Form, or Internship Student Evaluation Form from the *Level UP!* course); and
- The Final Guided Reflection using the STAR method to articulate acquisition of career competency acquisition through a high impact experience (i.e., from the *Level UP!* course).

In order to be approved for distinction, the student's artifacts must demonstrate proficiency at the highest level for the career competency, and also must demonstrate proficiency with articulating an example of the competency at work through the high impact experience.

We recognize, however, that *Level UP!* courses may not be the only pathway students wish to take to fulfill the requirements for a Distinction. Indeed, many students participate in high impact experiences through co-curricular means, and if they are pre-planned to meet the requirements of the University's Distinction program, students also may be able to take advantage of those co-curricular experiences as a pathway to recognition.

AN ALTERNATIVE PATHWAY TO RECOGNITION: CO-CURRICULAR HIGH IMPACT EXPERIENCES

Although the strategy at the heart of our QEP is to foster the development and articulation of career competencies through curriculum that has been retrofitted with particular pedagogical approaches known to impact their growth via high impact experiences, we recognize that some co-curricular experiences involving high impact practices (e.g., undergraduate research fellowships, structured volunteer programs, grant-funded experiences, informal internships, etc.) could lead them to similar competency growth. Thus, in our planning we did not want to exclude those co-curricular experiences as a pathway to fulfilling the goals we have set in our QEP. As a result, our plan preserves these co-curricular experiences as an alternative pathway for students to be recognized for leveling up in their career preparations through the activities in which they choose to participate, as well.

In order to utilize co-curricular experiences as a means of earning the university's Distinctions, students should pre-plan them to meet the requirements listed above in Table 9, and seek approval from the *Level UP!* Committee (through the Center for Experiential Education) prior to beginning. For example, students who seek to participate in pre-approved high impact activities that foster the development and articulation of a career competency will need to convince the *Level UP!* Committee ahead of time that they will:

- Participate in a high impact experience such as undergraduate research, education abroad, service learning, or internships designed to enhance a specific career competency (i.e., oral or written communication skills, critical thinking, teamwork, or professionalism);
- Complete three guided reflections using the STAR method (at approximately weeks 4, 8, and 12-14 in the term) each with feedback from their faculty/supervisor about their progress on developing the competency and articulation skills to describe it in the context of their experience;
- Provide the faculty/supervisor evaluation of proficiency in a career competency area based on project-related artifacts gathered into a portfolio; and
- Complete the Student Self-Assessment Form evaluating one's career competency and articulation skills.

If approved, the student would complete the co-curricular high impact experience and then submit an application for Distinction through the Center for Experiential Education at the end of the experience. Assessment evaluators associated with the *Level UP!* Committee would review the submitted application to determine if the criteria for Distinction had been met.

WRAP-AROUND SUPPORT FOR STUDENTS

Our aim over several years is to grow the number of high impact offerings that facilitate career competency development in the context of a discipline, so that eventually students in every academic program will have the opportunity to choose at least one high impact experience from among consistently-offered options. Indeed, we hope to encourage a campus culture in which students pursue multiple high impact experiences as they complete their degrees, because they know the skills they will develop in the process are valued by future employers. But, in order to establish this culture, students need to receive consistent guidance about the importance of such activities, how and when to pursue them, and how to articulate the skills that are developed through them. We envision that guidance coming from four sources that wrap around our *Level UP!* experiences: the Center for Experiential Education, College-to-Career Maps, the Office of Career Services, and Academic Advising. The role of each of these sources of support is described below in brief.

CENTER FOR EXPERIENTIAL EDUCATION

The Center for Experiential Education, which will house staff coordinators for each of the high impact experience areas and a group of student ambassadors that promote high impact involvement, will educate students in groups or in one-on-one sessions about the importance of participating in high impact offerings. Its main guidance function for students will be to help them identify *Level UP!* opportunities that match their interests and needs, and understand the criteria for Distinction(s) they may wish to pursue. Center staff will assist students in preparing application materials for Distinction, and serve as the campus hub for submission of the applications. A description of each of the positions in the Center, and their duties, appears in Appendix E.

COLLEGE-TO-CAREER MAPS

Another strategy that we intend to deploy as a wrap-around support for our program is to transform existing guided pathway documents (i.e., our curriculum maps) for each program/track into College-to-Career Maps that include career development information alongside information about course requirements and sequencing. The semester-by-semester maps would provide suggestions to students about career development strategies for developing career competencies, and the optimal time to employ them. For example, the maps would guide students about when to explore the competencies needed for each discipline/career (i.e., career exploration), when to consider taking a *Level UP!* course (or a co-curricular experience) that fosters critical career skills, when to apply for a Distinction, when to seek assistance with the preparation of materials that will document (i.e., articulate) the competencies that the student has developed, or when to consult with a mentor in Career Services (i.e., job coaching) in matching competencies to open positions. It will take some time to develop a repertoire of stable high *Level UP!* offerings in each degree program to support the development of maps like these, and so we intend to implement this strategy in the latter half of our QEP (e.g., in year 3 or 4). As we do so, academic departments/schools will partner with the Office of Career Services and the Office of Retention & Advising to develop and promote the College-to-Career Maps to students.

CAREER SERVICES

The Office of Career Services will support the QEP by providing critical student services before and after the high impact experience(s) that are listed on the College-to-Career Maps. Using the analogy of a hamburger, with the “meat” representing the *Level UP!* experiences where career skills are developed, there are services that should wrap around the experience, like a top and bottom bun wraps around a burger. For example, in the First Year Seminar (likely before participation in a *Level UP!* course), students will engage in career exploration activities designed by the Office of Career Services to help them develop an awareness of the skills that will be necessary or preferred in particular fields. Career Services also will be available to meet with new students one on one to help them develop skills awareness as they select a major or receive information about potential career options. In addition, the Office will promote activities that develop career skills, including *Level UP!* course sections or co-curricular options, and assist students in finding appropriate opportunities to foster their development in the context of a discipline.

All of the activities described above are foundational supports (i.e., the bottom bun of the hamburger) that will ready students for participation in a high impact experience. But, Career Services also will provide services like job coaching that students typically will utilize after they have attained career skills via our *Level UP!* experiences, such as coaching students in writing a resumé that articulates the ways in which they developed career competencies. The coaching also will help students prepare for job interviews by helping them learn strategies for orally articulating their competencies in the context of high impact experiences. These latter services, which happen after the *Level UP!* experience, are like the top bun of the hamburger, and they bring the student to a higher level of readiness for job seeking.

ACADEMIC ADVISING

Academic advisors also will serve a critical support role that wraps around the high impact experiences. Once College-to-Career Maps have been established, academic advisors will utilize them to steer students toward the best opportunities in their field at the right time. However, until stable high impact opportunities and those maps are prepared and available in every program, advisors will coach students through decisions about how to level up in their fields on a case-by-case basis. Advisors will help to establish the culture of *Level UP!* experiences on campus by

- underscoring their importance,
- highlighting opportunities for participation during the new student onboarding and advising sessions, and
- advising them when/how to integrate *Level UP!* experiences into their degree completion plans.

In short, advisors will help to foster the expectation among students that participation in such activities is a critical piece of their education, refer students to *Level UP!* course sections or faculty that employ high impact practices through co-curricular means, and help them integrate their experiences into their overall plan for success.

WRAP AROUND SUPPORT FOR FACULTY

MSU's dedicated faculty are at the heart of our Quality Enhancement Plan. We will rely on them to establish the *Level UP!* offerings that are the cornerstone of our plan, and to prepare our students for success through their course designs and teaching strategies. Our faculty also will create the high impact experiences that are so critical to student development, and they will guide students toward participation in our program.

The success of our QEP to offer the new *Level UP!* program will be largely dependent upon faculty participation. To earn their commitment to the program, the QEP must offer significant support for their transformative efforts in the courses they already teach. We will do so by providing substantial faculty development to support the high impact teaching strategies they will use to nurture career skill development. We also will offer grants to support faculty implementation of high impact pedagogies in their courses, and we will recognize faculty who become involved in the program in several ways. These strategies are considered wrap around services in our QEP because they support the *Level UP!* courses that are the cornerstone of our plan.

FACULTY DEVELOPMENT

As MSU works to scale high impact opportunities for students that foster the development and articulation of career competencies, a new series of workshops that support critical pedagogical aspects of their courses will be offered for faculty. These professional development opportunities will be prepared by the Center for Experiential Education, and sponsored through the Faculty Center for Teaching and Learning to assist faculty in integrating one of the four high impact practices into their courses, as well as to help them utilize their course elements (i.e., portfolios, progressive reflection, etc.) to foster career skills.

The plan we have developed relies on a "train the trainer" model of faculty development in which MSU first will invest in basic professional development opportunities for a core group of staff and faculty, and then asks those faculty who have been trained to implement the best practice strategies in the *Level UP!* courses they teach. Then, we will ask those individuals who were successful to serve as ambassadors for high impact teaching by training a new group of campus faculty who also will implement the strategies. Each year, our goal will be for faculty ambassadors to pursue professional development on more advanced topics, and in subsequent years to share what they have learned, while others they have trained will themselves become ambassadors who lead sessions on the *Level UP!* teaching strategies. Across time, more and more faculty will become ambassadors for the strategies used in our *Level UP!* courses, and they will disseminate their knowledge to others across campus until faculty in every academic discipline are reached.

To facilitate this important faculty development strategy, three levels of trainings (i.e., Basic, Intermediate, and Advanced) will be offered across a six-year period. Although annual faculty surveys will provide more information about the needs and desires of faculty for professional development in support of high impact practices and career skill development, the likely topics that will be addressed in each level are included as Table 10.

TABLE 10. PROPOSED TOPICS OF KEY LEVEL UP! FACULTY DEVELOPMENT SESSIONS

TRAINING LEVEL	BASIC	INTERMEDIATE	ADVANCED
Topics of Key Professional Development Sessions	Strategies for building communication skills	Facilitating online high impact activities	Strategies for enhancing student success through high impact educational practices
	Strategies for fostering teamwork	Basics of successful undergraduate research	Grant writing strategies to support undergraduate research
	Enhancing critical thinking skills	Critical elements in successful education abroad	Grant writing strategies to support service learning
	Promoting professionalism through the classroom	Key strategies for effective service learning	Grant writing strategies to support education abroad
	High impact course design	Strategies for fostering participation in internships	Grant writing strategies to support internships
	The use of portfolios in high impact learning	How to foster student articulation of skills	Using high impact experiences to enhance the success of at-risk student groups
	The use of reflection in high impact learning	The importance of advising and career services to the success of high impact practices	The scholarship of high impact practices
	Assessment practices of high impact learning		

The goal of our professional development plan is to expand the number of faculty who are trained each year, and to bring the program to a point that it is self-sustaining by the time that the QEP ends. As such, periodically we will introduce new virtual and face-to-face sessions, and we will continue to offer them routinely thereafter (assuming they are successful). We hope that across time the “students” in the professional development sessions will become the “teachers” for a new set of peers, so more faculty become engaged in high impact techniques and a *Level UP!* culture is instilled on campus. We also plan to add additional topics each year so that faculty, too, can level up in their approaches to high impact practices by learning more advanced techniques, including sessions that will help faculty learn how to fund such high impact experiences independently. The proposed cycle for implementing the faculty development sessions appears below as Table 11.

TABLE 11. PROPOSED CYCLE FOR LEVEL UP! PROFESSIONAL DEVELOPMENT OFFERINGS BY YEAR

LEVEL OF TRAININGS	YEAR 0 (PRE-LAUNCH) 2020-21	YEAR 1 2021-22	YEAR 2 2022-23	YEAR 3 2023-24	YEAR 4 2024-25	YEAR 5 2025-26
Basic	✓	✓	✓	✓	✓	✓
Intermediate		✓	✓	✓	✓	✓
Advanced			✓	✓	✓	✓

Of course, professional development offerings are expected to fluctuate year to year based on the success of the sessions in the program. Faculty will be surveyed annually about the appropriateness and usefulness of each component of the faculty development plan, and based on the results, sessions will be added or changed to address areas of weakness in our faculty support plan.



GRANTS

In some cases our dedicated faculty may be highly motivated to offer a *Level UP!* section of an undergraduate course but lack the resources to do so, or they may worry that without resources they would struggle to help students achieve their course-related experiential learning outcomes. Over the course of the QEP, our plan will remove such barriers to program participation by providing the opportunity for faculty to apply for funds to support or enhance activities in their *Level UP!* courses.

Faculty may apply for *Level UP!* funding each Fall semester, beginning in Fall 2021, by submitting their applications to the *Level UP!* Committee (through the Center for Experiential Education) for consideration. All faculty who wish to apply for the funding may do so, regardless of rank, tenure status, or contract type. In addition, faculty sponsors also may apply for funds to assist students in completing experiential activities that occur outside of courses if they can be pre-approved as a pathway for Distinction. Preference will be given to applications that assist larger numbers of students, but this strategy ensures that both curricular and co-curricular pathways to experiential learning can be supported.

There will be two types of grants available to support high impact activities each year: *Level UP!* Mini Grants and Instructional Sustainability Grants.

- *Level UP!* Mini Grants - The *Level UP!* Mini Grants are small awards, with a maximum funding of \$1,000 each, whose purpose is supporting short-term (i.e., one-time) activities that enable students to take part in *Level UP!* experiences. For example, the grants could be used in the following ways to support a one-time need: to pay for student travel to a service learning project site, to fund the purchase of a student laptop to be used in an internship, to purchase equipment or software for an undergraduate research project, or to fund an added excursion on an education abroad trip. Proposals for *Level Up!* Mini Grants must demonstrate clearly why funds cannot be garnered elsewhere to support the high impact activity, and the activity/course section to which the funding would be applied must meet the criteria for approval in the *Level UP!* program in order to be funded.
- Instructional Sustainability Grants – Instructional Sustainability Grants are larger awards with maximum funding of \$2,500 whose purpose is to improve university infrastructure for the sustainable offering of experiential learning. For example, Instructional Sustainability Grants might help a faculty member buy equipment that could be used to support undergraduate research projects for multiple terms, purchase a consortium membership that would allow students across many courses or sections to travel abroad through a University partner, or provide software that could be used to facilitate multi-semester service learning projects. Proposals for this type of grant must clearly demonstrate how the money will sustain participation in high impact activities across time, and how the activities/course section meet the criteria for inclusion in the *Level UP!* program.
- It is estimated that six to eight *Level UP!* Mini Grants and two to four Instructional Sustainability Grants would be distributed annually to support an increase in the number and quality of *Level UP!* opportunities available on campus. Faculty who receive the grants will be highlighted in campus publications to further emphasize the culture of high impact engagement that we wish to foster at MSU.

FACULTY RECOGNITIONS

Although it is clear that there are significant benefits to students, high impact teaching is a challenging and time-intensive endeavor for faculty. Our faculty are very dedicated to providing hands-on opportunities to students that will help them build career skills and discipline-specific skills, but because offering high impact course sections or co-curricular opportunities to students requires a significant investment from them, our plan provides recognition to faculty for their efforts. Those who sponsor, mentor, or supervise our curricular or co-curricular high impact activities each year will:

- be recognized publicly at our Convocation and Commencement ceremonies
- be highlighted through social media and the MSU website to recognize their efforts, and
- become eligible for an annual award recognizing distinguished teaching through high impact education.

These recognitions will emphasize the value the institution places on faculty involvement in high impact education, and on faculty support for career skill development. We expect that they will provide an incentive for faculty participation in the QEP.

TRACKING AND ASSESSMENT

Although tracking and assessment of high impact activities at MSU in the past has been problematic, our plan is designed to make tracking and assessment more functional going forward. The institution will be able to track participation in high impact activities more easily through *Level UP!* section designations that have been placed on course sections that sponsor such experiences, so that participation each term, academic or fiscal year, and “ever” will be calculable through a simple data query from the student information system. Further, through our plan, *Level UP!* courses and co-curricular experiences also may be tracked through student applications for Distinction. The data which is gathered both from course sections and Distinction applications can be entered into a common dataset for analysis so we can determine the extent to which we have scaled participation and offerings. Finally, students who participate can be tracked semester to semester, and/or year to year, in the student information system to determine if they are retained or graduate to a greater extent than their non-involved counterparts.

More importantly, however, our plan offers for the first time the opportunity for MSU to track the career competency levels of our students and their proficiency with articulating those competencies. As these are deemed essential skills desired by employers, institutions will be under increasing pressure to prove that their graduates possess them, and the QEP will offer us the chance to do so. Through the data that we report annually, we also will be able to make improvements to our plan to increase its impact over time, so that we can assure the public that our graduates are better and better prepared.

Finally, for the first time the QEP offers the institution the opportunity to determine the extent to which participation in undergraduate research, education abroad, service learning, or internships specifically promotes the development of career skills. All students taking *Level UP!* course sections will be assessed using the same direct and indirect measures on both of our student learning outcomes, and we will have the opportunity periodically to compare those data to similar data collected from students who are not in the *Level UP!* program. In so doing we can document the impact of our program, and demonstrate the value of our methods.

INFRASTRUCTURE AND MANAGEMENT

Until MSU began preparing for the launch of our new QEP, high impact activities at MSU largely have been handled in a decentralized fashion, with faculty reaching out individually to students to encourage involvement in high impact experiences they personally sponsored. Because these activities were not part of an institutionalized program, however, it was difficult to track student participation across experiences, assess whether particular benefits were being achieved by students, or systematically support faculty in their mission to work hands-on with students in their disciplines. No single office on campus has had responsibility for directing, supporting, tracking, or assessing high impact activities; therefore, obtaining evidence of the outcomes that students attained through their participation has been difficult.

In order to alleviate problems our decentralized methods have caused, our plan calls for the centralized coordination of high impact activities through the Center for Experiential Education, which was described above (see Appendix E), with guidance, assistance, and oversight by the QEP Co-Directors and a new independent standing committee on campus known as the *Level UP!* Committee. This collaborative management structure across the duration of the QEP and beyond is described below.

PROGRAM OVERSIGHT

The QEP Implementation Team, which has refined the program concept, developed the plan, and worked to prepare the program, will conclude its work at the point when the program officially is launched. From that time (i.e., Fall 2021), the activities of the program will be overseen through collaborations between the two QEP Co-Directors, a new committee known simply as the *Level UP!* Committee, and a group of Assessment Evaluators who report to the committee.

- QEP Co-Directors.** The two Co-Directors (one faculty and one staff) are the primary administrators of the QEP. Their duties include ensuring a smooth launch of the program, supervising the *Level UP!* Committee and Assessment Evaluators, conducting annual continuous improvement planning, and reporting on the program's progress through annual reports and regular campus communications. The Co-Directors also report Distinctions to the Office of the Registrar twice per year so students may be recognized for their accomplishments. These positions report directly to the Provost.
- Level UP! Committee.** The *Level UP!* Committee is a new independent standing committee of the University that is responsible for administration of the QEP. Among other duties, it oversees the QEP budget, facilitates faculty development opportunities associated with the QEP, approves and reviews the criteria for *Level UP!* course section designation and student Distinctions, approves courses and/or co-curricular experiences for inclusion in the *Level UP!* program, awards faculty grants in support of the program, determines continuous improvement plans based on annual assessment results from the QEP, and manages reporting and communications related to the QEP. As the QEP is an institutional effort, the membership of the *Level UP!* Committee represents a cross section of all constituencies on Campus. The membership of the committee is detailed as Table 12.
- Assessment Evaluators.** The Assessment Evaluators (AEs) are a group of four to six faculty members responsible for applying the assessment rubrics to artifacts obtained through *Level UP!* courses or co-curricular applications for Distinction. The AEs will determine if the student learning outcomes of the QEP have been met for each student, and report their assessment results to the *Level UP!* Committee. In so doing, they also report students who achieve Distinction to the Co-Directors of the QEP. The AEs also may serve on the *Level UP!* Committee, but doing so is not a prerequisite for service in this regard as an AE.

TABLE 12. MEMBERSHIP STRUCTURE OF THE *LEVEL UP!* COMMITTEE

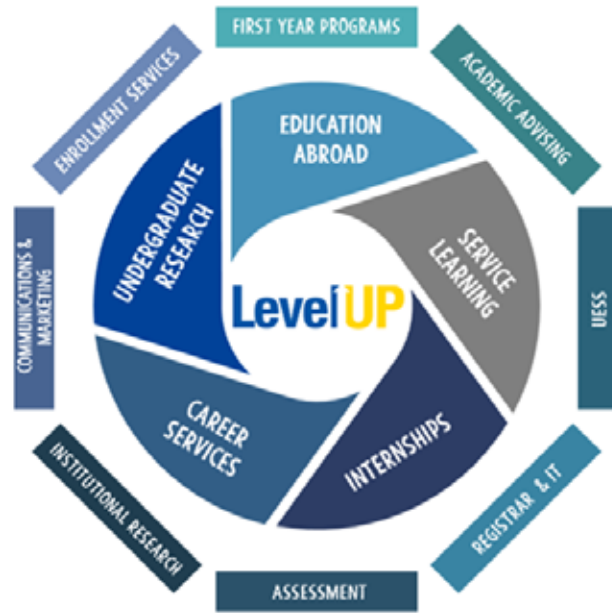
MEMBERSHIP	ROLE
QEP Co-directors (leads)	Voting
Director of the Center for Experiential Education	Voting
Two student representatives (appointed by the Student Government Association)	Voting
Six faculty representatives (one from each college and two at-large, appointed by Faculty Senate)	Voting
A department chair/associate dean (appointed by the Provost)	Voting
A college dean representative (appointed by the Provost)	Voting
Initial QEP Concept Authors	Voting
A staff representative (appointed by Staff Congress)	Voting
Director of Assessment	Voting
Coordinator of Undergraduate Research	Advisory
Coordinator of Education Abroad	Advisory
Coordinator of Service Learning	Advisory
Coordinator of Internships	Advisory
Registrar	Advisory
Community Representative	Advisory
Representative from the Office of Communications & Marketing	Advisory
Representative from the Office of Institutional Research	Advisory
Representative from the Office of Informational Technology	Advisory
Representative from the Office of Retention & Academic Advising	Advisory
Representative from the Office of Career Services	Advisory

***LEVEL UP!* COMMITTEE COLLABORATION WITH THE CENTER FOR EXPERIENTIAL EDUCATION**

The *Level UP!* Committee described above will collaborate heavily with the Center for Experiential Education to coordinate and support *Level UP!* offerings and fulfill the mission of the QEP. At the direction of the *Level UP!* Committee, the Center will serve as the hub of the implementation activities associated with the plan. It will work together with the faculty to develop strategies for best-practice *Level UP!* course implementation. In addition, the Center will serve as the submission hub for faculty applications for *Level UP!* course section designations and the grants that will be reviewed by the *Level UP!* Committee. The Center also will engage in educational and promotional programming for students in service of the plan, and it will serve as the submission hub for student applications for Distinction, which includes gathering the artifacts that will be assessed by the AEs. All of these activities will be guided by the *Level UP!* Committee, who oversees continuous improvement planning for the program. As pieces of the plan are implemented, the *Level UP!* Committee will direct the Center on how and when they should occur, and it will request changes to process that are not working well. The Center will implement the will of the *Level UP!* Committee, and provide it with the information it needs to do its work.

As a result of these collaborations with the *Level UP!* Committee, the Center not only will facilitate aspects of the program, but it will activate the services that support the plan, as well. For example, the four high impact coordinators in the Center will support the *Level UP!* faculty, who in turn support the *Level UP!* experiences that are the hallmark of our QEP. Once those pieces of the plan are in place, the Center will ask the other campus units who support awareness of the program (e.g., Enrollment Services, First Year Seminar, Communications & Marketing, and Academic Advising, etc.) and the student services that occur before and after the high impact experiences (e.g., Career Services, Registrar, Assessment, Institutional Research, etc.) to launch their wrap around components to reinforce the plan’s success. This multi-layer figure represents how the staff in the Center for Experiential Education (in the middle section) will work with the faculty and campus partners to implement the *Level UP!* Committee’s vision and direction.

COLLABORATIVE FRAMEWORK OF THE
CENTER FOR EXPERIENTIAL EDUCATION
AS DIRECTED BY
THE *LEVEL UP!* COMMITTEE



SUMMARY

Morehead State University’s Quality Enhancement Plan offers a multi-layered approach to fostering our students’ career skills through high impact experiences. The core aspect of our plan is that we will offer *Level UP!* course sections – specially designated course sections from the existing curriculum which combine high impact experiences with critical pedagogical approaches to foster the development of communication skills, critical thinking, teamwork, or professionalism, and teach students to articulate examples of those skills in the context of their discipline. Students who take the *Level UP!* courses will have their high impact experiences (i.e., undergraduate research, education abroad, service learning, or internships) denoted on their transcripts, so future employers can see that they opted to take courses in these in-demand areas, and they may earn a Distinction from MSU if they achieved proficiency in one of the key career skills areas. In some cases (i.e., if their experience meets the same criteria as *Level UP!* courses), students completing co-curricular high impact experiences also may use them as pathways to Distinction in recognition of achieving proficiency in a career skills area.

A new Center for Experiential Education will be created to support the *Level UP!* faculty in their mission to deliver their portion of our plan. The staff in the Center will support the plan through a robust collection of professional development workshops and a grants program for faculty, as well as wrap around services for students. The Center will collaborate with a new *Level UP!* Committee to manage and improve the program, and will activate the participation of other units on campus who will promote awareness of the *Level UP!* program, including the Office of Communications & Marketing, Enrollment Services, First Year Programs, and Academic Advising. The Center also will collaborate with the Office of Career Services, who will help students understand the value of the *Level UP!* program and coach them on how to leverage the benefits it brings for their career readiness. Through this collaborative management structure, MSU will be able to track student involvement and assess our program’s outcomes, improving the QEP across its lifespan.



CHAPTER 5:

TIMELINE

The timeline for implementation of Morehead State University's Quality Enhancement Plan across multiple years is complex and requires a gradual unfolding of strategies to support the scaling of high impact experiences that develop career skills in those who participate in them.

The timeline appears below in Table 13a and 13b. MSU is committed to making *Level UP!* courses and Distinctions available to our students in the first year of the QEP, which will require significant activity during the prior year (i.e., Year Zero), so it is included in this timeline, as well.

TABLE 13A. TIMELINE FOR IMPLEMENTATION OF THE QEP (PART 1)

ACTIVITIES AND MILESTONES (RESPONSIBILITY)	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	F '20	S '21	F '21	S '22	F '22	S '23	F '23	S '24	F '24	S '25	F '25	S '26
PERSONNEL AND ADMINISTRATION												
Establish <i>Level UP!</i> Committee (FS, SC, SGA, Provost)		•										
Establish and Train a group of <i>Level UP!</i> Assessment Evaluators (QEP Co-Directors, Director of Assessment)		•										
Create <i>Level-UP!</i> website (QEP Implementation Team, OCM)	•											
Prepare Annual Report (QEP Co-Directors)					•		•		•		•	
Hire Director of Center for Experiential Education (Associate Provost)					•							
Hire Student Ambassadors (CEE)	•		•		•		•		•		•	
Promote the QEP (OCM)	•	•	•	•	•	•	•	•	•	•	•	•

ACTIVITIES AND MILESTONES (RESPONSIBILITY)	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	F '20	S '21	F '21	S '22	F '22	S '23	F '23	S '24	F '24	S '25	F '25	S '26
DISTINCTION PROGRAM												
Enable Distinction on transcript (Registrar, IT)	•											
Student pre-approval request forms (co-curricular) available (CEE, OCM, QEP Implementation Team)		•										
Accept applications for Summer/Fall co-curricular activities (QEP Implementation Team/ <i>Level UP!</i> Committee)		•		•		•		•		•		•
Accept applications for Spring co-curricular activities (<i>Level UP!</i> Committee)			•		•		•		•		•	
Distinctions awarded (AEs, QEP Co-Directors)			•	•	•	•	•	•	•	•	•	•

Responsibility Legend: AE=Assessment Evaluator, CEE=Center for Experiential Education, FS=Faculty Senate, IT=Information Technology, OCM=Office of Communications and Marketing, SC= Staff Congress, SGA=Student Government Association

TABLE 13B. TIMELINE FOR IMPLEMENTATION OF THE QEP (PART 2)

ACTIVITIES AND MILESTONES (RESPONSIBILITY)	YEAR 0		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	F '20	S '21	F '21	S '22	F '22	S '23	F '23	S '24	F '24	S '25	F '25	S '26
LEVEL UP! COURSE DEVELOPMENT												
Enable <i>Level-UP!</i> course section designations on transcript (Registrar, IT)	•											
Recruit faculty to offer <i>Level-UP!</i> course sections (QEP Implementation Team/ <i>Level UP!</i> Committee, CEE)	•	•	•	•	•	•	•	•	•	•	•	•
<i>Level UP!</i> course designation application forms available (CEE, OCM, <i>Level UP!</i> Committee)	•	•	•	•	•	•	•	•	•	•	•	•
Faculty grant application forms available (CEE, OCM, <i>Level UP!</i> Committee)	•		•		•		•		•		•	
Professional development workshops offered to faculty (CEE)	•	•	•	•	•	•	•	•	•	•	•	•
Accept applications for <i>Level-UP!</i> course sections to be offered the following Fall (CEE, <i>Level UP!</i> Committee)	•		•		•		•		•		•	
Accept applications for <i>Level-UP!</i> course sections to be offered the following Spring (CEE, <i>Level UP!</i> Committee)		•		•		•		•		•		•
Faculty grants awarded (CEE, <i>Level UP!</i> Committee)			•		•		•		•		•	
<i>Level-UP!</i> course sections offered (Faculty)			•	•	•	•	•	•	•	•	•	•
Create College-to-Career Maps (Academic Units, Academic Advising, Career Services)							•	•	•	•	•	•
ASSESSMENT												
Assess Fall experiences (AEs)				•		•		•		•		•
Report interim assessment results to the <i>Level UP!</i> Committee (QEP Co-Directors)				•		•		•		•		•
Assess Spring and Summer experiences (AEs)					•		•		•		•	
Report annual assessment results to <i>Level UP!</i> Committee and campus community (QEP Co-Directors)					•		•		•		•	
Revise QEP based on assessment (<i>Level UP!</i> Committee)					•		•		•		•	

Responsibility Legend: AE=Assessment Evaluator, CEE=Center for Experiential Education, FS=Faculty Senate, IT=Information Technology, OCM=Office of Communications and Marketing, SC= Staff Congress, SGA=Student Government Association



CHAPTER 6:

QEP ASSESSMENT

Through our Quality Enhancement Plan, *Level UP! Experience Your Future*, Morehead State University seeks to build a culture in which our undergraduate students level up by building critical career skills before graduation. We have planned a program in which carefully-designed courses in the student's major will nurture those skills through high impact experiences.

Students in our *Level UP!* courses (or similar pre-approved co-curricular experiences) will achieve skill-related career readiness outcomes, so that after their participation they not only can demonstrate their high-demand career competencies, but also learn to articulate them using concrete, discipline-specific examples. The high impact experiences, which are a feature of our plan's method, will be the catalyst for student learning, and because they are well known to impact other metrics of student success we also expect to see a secondary benefit from our program in increased rates of degree completion.

The goals of the QEP will need to be assessed to determine if it is a successful program. We plan to assess two student learning outcomes related to the career preparation skills our students are expected to attain. We also will assess the extent to which the plan impacts our institutional goal of increased graduation rates through increased participation, and the extent to which our *Level UP!* program has helped to create a campus culture which expects students to engage in high impact experiences as a means of preparing themselves to enter the workforce. Our assessment plan, including its student learning outcomes, targets, measurement strategies and means of determining attainment for each is outlined below.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

MSU's assessment plan is designed, first and foremost, to determine attainment of two student learning outcomes. Each is carefully designed to reflect the goals of our program and to be measurable through artifacts produced by students in required activities in our *Level UP!* courses (or pre-approved co-curricular experiences). The artifacts used to evaluate our student learning outcomes will allow for both indirect measurement and direct measure of attainment through the use of clearly defined terms and standard rubrics. Using these techniques, we will determine our progress toward specific targets of attainment and identify areas where changes in the program will improve student performance. The student learning outcomes, and our strategy for assessing each, is outlined below.

SLO#1

STUDENTS PARTICIPATING IN A HIGH IMPACT EXPERIENCE WILL DEMONSTRATE A CAREER COMPETENCY (I.E., ORAL OR WRITTEN COMMUNICATION, CRITICAL THINKING, TEAMWORK, OR PROFESSIONALISM).

Our first student learning outcome, which we view as a fundamental step in a student's process of leveling up for career readiness, requires students participating in a high impact experience to demonstrate a career competency. We have chosen to focus our efforts on competencies that the National Association of Colleges and Employers (NACE), Quality Assurance Commons (QA Commons), and Association of American Colleges and Universities (AAC&U) all have determined to be among the skills desired most by employers. They are:

- **Oral Communication** – The student prepares a purposeful oral presentation of information designed to increase knowledge, foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors.
- **Written Communication** – The student articulates thoughts and ideas clearly and effectively in written form to persons inside and outside of the organization. The student will express ideas to others, and he or she can write/edit memos, letters, and complex technical reports clearly and effectively.
- **Teamwork** – The student builds collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure and can negotiate and manage conflict.
- **Critical Thinking** – The student exercises sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts and data in this process, and may demonstrate originality and inventiveness.

- **Professionalism** – The student demonstrates personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management) and understands the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

In considering the meaning of “attainment” for our first student learning outcome it was important to us to keep in mind the value of these career competencies to our students. Each competency is a desirable commodity that one may utilize in the job market to convince potential employers that he or she is a good candidate to hire. Possessing a little or even some of each of these competencies will not be valuable enough to sway employers when there are others competing with our students for the same position, thus in our view “attainment” should be translated as proficiency (i.e., mastery) in each case. For example, students must achieve a level of communication skills that is proficient in order to compete well in the marketplace, or a level of critical thinking (or teamwork, or professionalism) that is proficient to assure potential employers that they are the right candidate for the job.

With this in mind, we sought to measure students’ abilities in a way that proficiency could be clearly demonstrated, and we obtained rubrics with which to conduct our assessment that would allow us to differentiate those students who were proficient in each skill area from those who were not. In addition, we used indirect measures to gauge students’ impressions of their own proficiency levels (i.e., the levels that would help them compete for a position in their field).

MEASURES

SLO #1 IS ASSESSED USING BOTH A DIRECT MEASURE AND AN INDIRECT MEASURE.

- **DIRECT MEASURE** – SLO #1 is measured by applying a rubric to a portfolio of course-related materials the student submits to document their coursework (i.e., direct measure) in a *Level UP!* course section (or pre-approved co-curricular experience). Faculty design each *Level UP!* course section to focus on just one of the career competencies described above. Students submit their portfolios, which include required features (see Table 9; e.g., descriptions of their high impact projects, content-related materials, materials demonstrating project outcomes, presentation materials or written papers, etc.), documenting their content-related work in the course. The faculty use the portfolio materials to assess the student’s mastery of discipline-specific course learning outcomes, but also as an artifact for assessing demonstration of the career competency that is the focus of the course. By reviewing the work contained in the portfolio the faculty will assess the extent to which it represents demonstrated proficiency. For example, the portfolio contents would be used to assess the student’s level of critical thinking (or oral/written communication skills, teamwork, or professionalism, as appropriate) demonstrated therein.
- When evaluating the portfolio to determine the level of demonstrated competency for a particular career skill, faculty will apply a rubric. The rubrics which have been selected for this purpose are the VALUE (i.e., a Valid Assessment of Learning in Undergraduate Education) rubrics of the AAC&U (Rhodes, 2010). Each is a well-established rubric developed by a team of experts, and each can be applied to work “across a wide range of diverse learning pathways and fields of study to determine how well students are meeting graduation-level achievement in learning outcomes that both employers and faculty consider essential” (AACU, 2020). The VALUE rubrics were selected because they have been demonstrated widely to be valid and reliable, and they meet national standards for accountability. Using them, artifacts will be judged to be below benchmark level (0), benchmark level (1), milestone level (2 and 3), or capstone (i.e., proficient) level (4). This progressive approach to rating proficiency used in each rubric clearly fits well with our *Level UP!* goals and approach.

- The VALUE rubrics that are included for use in the QEP assessment plan allow an evaluator to assess only one skill each, thus the faculty who will rate each student's portfolio must select the rubric that matches the career competency that their course (or co-curricular experience) was meant to foster. For example, if the course was meant to foster teamwork, the faculty would choose the teamwork VALUE rubric and apply it to the evidence presented through the portfolio. The VALUE rubrics that the faculty may choose from are those to measure oral communication, written communication, critical thinking, and teamwork. In addition, faculty may choose to utilize a professionalism rubric (created by the University of Arizona Student Affairs & Enrollment Management Academic Initiatives & Student Success team; 2020) that is modeled after the VALUE rubrics. Although not an official VALUE rubric itself, the professionalism rubric is equivalent in form, the number of dimensions it utilizes to measure the skill, and the progressive approach to rating skill mastery.
- As faculty, whose assessment skills will be trained and calibrated for inter-rater reliability, apply the rubric(s) described above to their students' portfolio artifacts, they will capture their assessments on an evaluation form that asks the faculty to use the evidence in the student's portfolio to rate their competency using five dimensions. An example rating form for each competency area is included as Appendix F. Faculty submit one evaluation form per student in their *Level UP!* course to the QEP Assessment Evaluators (through the Center for Experiential Education), who will log the final assessment results.
- As is mentioned above, the QEP has a high bar for attainment on SLO#1 because we want our attainment ratings to translate into meaningful, real-world proof of our students' career readiness. In order to be documented as having attained proficiency in a career competency area, the faculty ratings of the students' artifacts must contain four out of five possible dimension ratings at a capstone (4) level. For example, when evaluating a student's portfolio to assess written communication, a rating would be made for the student's context and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics. In four out of five of those dimensions, the student should score at the highest level of mastery in order to be counted as having attained proficiency in written communication.
- Baseline data, collected during 2020, using the rating method described above, has revealed that our students struggle to achieve proficiency with our focus career competencies in many cases. Table 14a shows the number of students assessed in our baseline evaluations, and the percentage of students who were rated as proficient using the method above. The results indicated that only 23.5% of students assessed had met SLO #1 by demonstrating any career competency at mastery level, and proficiency for individual competency areas ranged from 20-28%. However, the table also differentiates student rates of proficiency based on whether the course in which they were assessed utilized a high impact experience as a pedagogical tool. The results revealed that those with high impact course components score from 7% to 29% better in attainment of the specific career competencies in some cases, but overall students who took high impact courses attained at least one career competency at a rate of 34.3%. Not only are these latter students a more appropriate reference group for us to consider when setting our targets, because they reveal the rate prior to the implementation of any plan to improve them, but in comparison to the overall rate they also suggest that our *Level UP!* experiences will lead students to significant gains in attainment. Based on these findings, we have set a target for improvement using the group of students who complete high impact courses. We seek to increase our rates by 5% among this group per year (i.e., 39.3% in year one, 44.3% in year two, 49.3% in year three, 54.3% in year four, 59.3% in year five). Given these targets, we will know if our plan is successful if we increase to nearly 60% of high impact students demonstrating proficiency in a career competency.

TABLE 14A. BASELINE FACULTY-ASSESSED ATTAINMENT DATA FOR CAREER COMPETENCIES

COMPETENCY		NUMBER ASSESSED	BASELINE RATE OF PROFICIENCY
Oral Communication	High Impact	152	38.1%
	Non-High Impact	82	9.75%
	OVERALL		28.2%
Written Communication	High Impact	243	24.2%
	Non-High Impact	360	17.5%
	OVERALL		20.2%
Critical Thinking	High Impact	187	32.0%
	Non-High Impact	384	14.3%
	OVERALL		20.1%
Teamwork	High Impact	110	40.9%
	Non-High Impact	160	14.3%
	OVERALL		25.1%
Professionalism	High Impact	225	41.3%
	Non-High Impact	372	18.5%
	OVERALL		27.3%

- INDIRECT MEASURE** – Students in *Level UP!* course sections, or those who pre-plan their co-curricular experiences to become eligible for Distinction, will complete a self-assessment of their mastery of (only) their course’s focus competency using a common evaluation form as they reflect upon their coursework (see Appendix G). The self-assessment form presents the content of each of the VALUE Rubric translated into student-friendly language, with five dimensions of the career skill in question presented alongside level descriptors. The student would complete only the rubric that matches his or her course’s focus competency, and select the level of mastery that they believe matches their proficiency level on each of its five dimensions. As such, the student will rate himself or herself to indicate his or her own competency level, and as is the case with the direct-measure VALUE rubrics, on each dimension the student must choose between levels 0 (below benchmark) to 4 (capstone).
- Self-assessed attainment is determined by the number of capstone ratings the student gave himself or herself. Completed self-assessment forms will be submitted to the QEP Assessment Evaluators (through the Center for Experiential Education), who will determine attainment and log the assessment results. In order to be counted as having attained proficiency, the student must have rated themselves at capstone level on four of the five possible dimensions for their focus competency.

 - Baseline data to gain a sense of student self-assessments of proficiency for each competency area suggest that students are able to rate themselves with respect to various competency areas; however, few (i.e., only 19.5% overall so far) believe they have reached proficiency level. These results varied slightly by the skill that was being measured, with proficiency self-assessment ratings at 22.9% for oral communication, 21.9% for written communication, 17.6% for critical thinking, 15.2% for teamwork, and 33.3% for professionalism. It is expected that the QEP not only will provide students the opportunity to directly focus on their readiness in the competency areas, but also that they will become practiced as self-assessment through their *Level UP!* courses. Our goal is that, like in the case of the direct measure, 60% of students will rate themselves at proficiency in at least one career skill by the fifth year of the project.

SLO#2

STUDENTS WILL ARTICULATE AN EXAMPLE OF HOW THEY GAINED A SPECIFIC CAREER COMPETENCY (I.E., COMMUNICATION, CRITICAL THINKING, TEAMWORK, OR PROFESSIONALISM) THROUGH A HIGH IMPACT EXPERIENCE.

Our QEP's second student learning outcome, which we view as a critical secondary step in a student's process of leveling up for career readiness, requires students participating in a high impact experience to articulate an example of how they gained a specific career competency through their high impact experiences. We have chosen to include this as an outcome in our plan because employers have indicated repeatedly that they value candidates in the hiring process who can provide compelling evidence of their skills at work in the context of a discipline or field (e.g., SHRM, 2016). MSU graduates who can attain this important skill would have a competitive edge in the job market, but it should be noted that in order to articulate the skill one first must possess it. Thus, although we view this outcome as an essential employability skill, it also is a progressive outcome in the student's development.

As was the case with SLO#1, we considered how to assess SLO#2 by weighing the value that a student's ability to articulate concrete examples of his or her competencies through the high impact experience might have in a hiring decision. Students who develop a little skill in the articulation of a career competency, or even some skill in this regard, will be less competitive than someone who masters the ability to articulate their competencies. Thus, when determining how to measure and assess the students' skill at articulation of their competencies, we sought a method that could differentiate proficiency from non-proficiency. We also "set the bar high" in terms of what kinds of assessment results would allow a student to be rated as having attained this skill – only those who could fully articulate their competency in the context of their high impact experience would be counted as having attained the outcome. Finally, we sought measurement strategies for SLO#2 that also would provide value to the students' final outcome in this area because they align with employer preferences about how the examples of potential employees' skills should be structured. We believe that if our assessment artifacts mimic the preferred articulation structure of potential employers it was assumed to have more value in a future hiring decision than if the artifacts were structured in a non-preferred way.

Taking all of these factors into consideration, our plan calls for SLO#2 to be assessed using both a direct measure and an indirect measure.

- DIRECT MEASURE** – Because the research literature strongly suggests that articulations are best learned through progressive reflection, SLO #2 is measured by applying a rubric to a reflection-based artifact the student submits as an assignment in their *Level UP!* course section or co-curricular experience (i.e., a direct measure). Appendix H provides an example of the reflection prompt and rubric that will be used to score the resulting reflection artifact. After receiving feedback on two earlier progressive reflections, through which they practiced their articulation skills, in week 12-14 of the term the student uses the STAR method to describe a strong example of their focus career competency at work through their high impact experience. The STAR method asks the student to state the situation in which the experience occurred, the task that was to be accomplished, the action(s) that the student took that demonstrated the competency, and the results of the action. This method was chosen as a structure for the articulation because the research literature strongly supports it as a preferred (by potential employers) method for sharing examples of skills at work during a job interview. The critical reflection prompt reminds students of their goal to articulate their skill using the preferred structure and reviews the steps in the STAR method.
- Final reflection artifacts from the *Level UP!* experiences will be provided to the Assessment Evaluators (through the Center for Experiential Education), whose assessment skills will be trained and calibrated for inter-rater reliability. The Assessment Evaluators (AEs) will apply a specially-designed rubric, modeled in format on the VALUE rubrics and guided in development by the philosophy of the Society of Human Resource Management (2016) on successful behavioral interviews, which allows them to rate each reflection on four dimensions that coincide with the steps in the STAR method. The AEs will match the quality of the student's articulation at each step to a detailed description of various mastery levels for each dimension, with possible ratings reflecting levels of 1 (insufficiently articulates) to 4 (fully articulates).

On each dimension of the rubric, the AE will assign a score, and students will be determined to have attained SLO #2 if they score at a level 4 (i.e., proficiency) on every dimension.

- A strong effort was made to gather baseline data to evaluate student attainment on SLO#2. Faculty teaching 52 unique course sections across the curriculum in 2020 (n = 1267), all of whom reported fostering at least one of the career competencies in their classes, volunteered to ask their students to submit a STAR artifact for baseline assessment purposes. Unfortunately, however, the difficult instructional conditions faced by both faculty and students due to the pandemic created a variety of barriers to student participation in the baseline project. Despite numerous contacts with students in the designated courses, only 211 submitted usable artifacts. Those artifacts were assessed to determine attainment, and results indicated that overall 0.5% of student attempts to articulate their skills in the context of their course-related experiences demonstrated proficiency using the STAR method. Table 14b below shows that these results were observed across all of the different skill areas, as well, suggesting a strong overall need to assist our students in developing articulation skills. The planned intervention provided by the *Level UP!* program (i.e., a rich context for articulation development combined with progressive formative feedback from faculty) is expected to enhance proficiency levels by providing a structure to students’ attempts at sharing their expertise, however. By the fifth year of the project, we seek to reach 50% student attainment in every career competency area, and 50% attainment overall for SLO #2.
- **INDIRECT MEASURE** – As part of their high impact experience, students will have written several progressive reflections using the STAR method to document a concrete example of their focus career competency at work in a high impact experience. Following the final (critical) reflection, the student will be asked to rate their own confidence at applying the STAR method to describe examples of their competency at work, and by applying a rubric (i.e., the same rubric that faculty will use to assess the resulting artifact, which rates their response on a scale of 1 to 4 along four dimensions) to their response to assess their own performance on this skill. The self-assessment (see the last page of Appendix G) will be submitted (through the Center for Experiential Education) to the AEs, who will log their scores and determine attainment. Students will be counted as attaining SLO#2 by self-reported assessment if they rate themselves as fully articulating their example (i.e., a rating of 4 using the rubric) along all dimensions.
- Baseline data collection of student self-assessments of attainment on SLO #2 across all career competencies is ongoing; however, preliminary results suggest that students at MSU see their progress toward proficiency with using the STAR method more favorably than objective evaluators do. They also recognize, however, that they are not proficient at articulating their career competencies in most cases. For example, as can be seen in Table 14b below, among the 211 student self-assessments of skill articulation (across competency areas) that were submitted, overall only 17% of students felt they had attained proficiency. These data clearly reinforce a need for a coordinated program to help students develop articulation skills, but they are slightly higher than what was reported by objective evaluators (i.e., using the direct measure), thus it seems clear that the *Level UP!* Committee also will need to work closely with faculty to help them establish student expectations about what constitutes proficiency. However, once students have a better idea of how to structure their articulation, and what it means to be proficient, the *Level UP!* program will expect 50% student attainment in every career competency area, and 50% attainment overall for SLO #2 using this indirect method.

TABLE 14B. BASELINE DATA ON ARTICULATION OF CAREER COMPETENCIES

COMPETENCY AREAS FOR PROFICIENCY	NUMBER ASSESSED	BASELINE RATE OF PROFICIENCY	SELF-ASSESSMENT RATE OF PROFICIENCY
Oral Communication	59	0%	15.3%
Written Communication	32	0.5%	12.5
Critical Thinking	19	0.5%	5.3%
Teamwork	88	1.1%	20.5%
Professionalism	13	0%	30.8%
TOTAL	211	0.5%	17.1%

ASSESSMENT OF SECONDARY INSTITUTIONAL GOALS

The institution has three aims for the QEP that are independent of our student learning outcomes, but because our project also can impact them we have chosen to include them here as secondary goals of our program. These include that we seek 1) to increase the percentage of students involved in high impact experiences and 2) to increase rates of degree completion through the student engagement in the high impact experiences, a cornerstone method of our QEP. In addition, 3) we seek to create a culture of expected student participation in career skill-building practices and high impact experiences. To assess these secondary institutional goals, the following plans have been developed:

- **PERCENTAGE OF STUDENTS INVOLVED IN HIGH IMPACT EXPERIENCES** – To gauge success in raising the percentage of students involved in high impact experiences, we will use two strategies. The first is to track our progress via data gathered for the National Survey of Student Engagement (NSSE). Over the duration of the QEP, MSU will administer the NSSE twice. The survey will be administered on campus in 2021 and 2024, and it will be an opportunity to determine if MSU has made headway in the percentage of our students participating in high impact experiences. We expect to increase our rates over time to a target in 2024 where our student percentage of participation as reported via NSSE meets or exceeds the rates of other comparison schools.

Our second strategy is to track the percentage of students who participate in *Level UP!* experiences prior to graduation. Baseline data from our most recent graduating cohorts suggest that typically 42-43% of students participate in high impact experiences. These data are not calculated in the same way that they will be when we track our students in the program going forward, however. For example, once the plan is implemented the data would be tracked by enrollments in *Level UP!* courses in addition to co-curricular experiences, which is not possible to date because no *Level UP!* courses yet exist. Because of the future differences in our method of counting involvement, we plan to set a modest target for increases. We will gather official data in year one of the program and utilize it as more official baseline information, but for now we plan to increase participation rates by 3% annually. As we gauge our progress, we will revisit these targets to determine if they should be more aggressive or more conservative.

- **GRADUATION RATES** – Another institutional goal associated with the QEP is to enhance graduation rates through high impact experiences. As can be seen in Table 15, preliminary evidence suggests that, in general, those who participate in high impact experiences tend to graduate from MSU at higher rates than those who do not. We will gather graduation data for each cohort and compare those who participate in high impact experiences to those who do not to determine if the *Level UP!* program has impacted rates of completion, and if it has done so to a greater extent than what we see in our most recent cohort (i.e., those who started MSU in 2013). The 6-year graduation rates for the most recent cohorts were 42-43%, and we seek to improve the same rates going forward to 48.2% (our institutional goal) through the indirect influence of the QEP. Across five years, we will seek to raise our graduation rates by 1% each year through this initiative.

TABLE 15. FOUR-, FIVE-, AND SIX-YEAR GRADUATION RATES AND PARTICIPATION IN HIGH IMPACT EXPERIENCES

HIGH IMPACT EXPERIENCE	GRADUATION RATES	PARTICIPATION STATUS	2013 COHORT
Undergraduate Research	4-Year	Participated	73.0%
		No participation	24.8%
	5-Year	Participated	92.6%
		No participation	39.4%
	6-Year	Participated	94.3%
		No participation	41.9%
Education Abroad	4-Year	Participated	n/a
		No participation	100%
	5-Year	Participated	100%
		No participation	43.5%
	6-Year	Participated	100%
		No participation	45.9%
Service Learning	4-Year	Participated	42.9%
		No participation	28.4%
	5-Year	Participated	42.9%
		No participation	43.5%
	6-Year	Participated	57.1%
		No participation	45.9%
Internships	4-Year	Participated	45.4%
		No participation	17.1%
	5-Year	Participated	70.0%
		No participation	25.6%
	6-Year	Participated	74.4%
		No participation	26.6%

- CAMPUS CULTURE** – An institutional goal of the QEP is to develop a culture in which it is expected and supported that students should engage in career preparation through high impact practices. In order to determine if we have improved the campus culture in this regard, in Year 0 we will survey various constituent groups (e.g., students, faculty, staff, administrators, and community participants) about the extent to which they believe MSU students are expected to participate in high impact experiences and utilize them as a means of career development. Data will be tracked by constituent group. We will conduct the same survey in Years 1-5, and compare the results to baseline to determine if the various constituency groups are embracing the culture of high impact involvement more over time. The survey items that will be used appear as Appendix I.

Data gathered from students in preparation for our QEP suggests that although they report that there are expectations for students to build career skills during their time at MSU, to participate in high impact experiences, and to use high impact experiences as a tool for career preparation, their levels of expectation do not reflect the idea that a culture to do so is well established. For example, so far although 93.9% of students who were surveyed indicated that they expected to have an opportunity to develop a career skill while at MSU, only 69.4% reported that the expectation on MSU’s campus for students to have an opportunity to develop their career skills, like oral communication, written communication, critical thinking, teamwork, or professionalism was high or moderately high. Similarly, although 81.6% of students surveyed indicated that there was a campus expectation for students to engage in high impact experiences, only 36.7% rated those expectations as high or moderately high. Finally, although 85.7% of students reported that there is an expectation at MSU that students

will gain career skills through their high impact experiences, only 46.9% indicated that the expectation was high or moderately high. We believe that for a culture of career preparation through high impact experiences to take hold at MSU the percentages of students (and similarly among faculty, staff, administrators, and external stakeholders) should be much higher. We have set a target that at least 80% of our stakeholders will report that expectations for engaging in all three of these activities are high or moderately high by the end of our QEP.

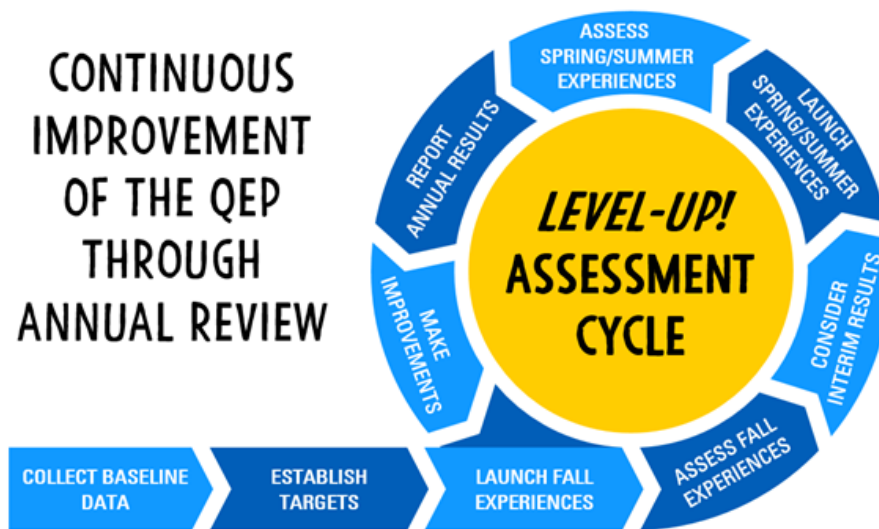
ASSESSMENT PARTNERSHIPS

Several campus entities will be involved in assessment efforts associated with the QEP, including faculty, Center for Experiential Education, the *Level UP!* Committee and its Co-Directors, Assessment Evaluators, and the Director of University Assessment.

- **FACULTY** - The faculty who teach *Level UP!* course sections or supervise similar co-curricular experiences will ensure that students complete the requisite assessment activities, including a self-assessment form and a written reflection using the STAR method. These faculty also will rate the student's attainment of career competencies based on the work they produce during the high impact experiences.
- **THE CENTER FOR EXPERIENTIAL EDUCATION** – The Center for Experiential Education serves as a coordinating hub for student data about student participation in high impact experiences. In partnership with the Office of the Registrar and the Office of Institutional Research, the Center will track enrollment/participation in *Level UP!* course sections and co-curricular high impact experiences. In addition, because it receives student applications for distinction, which include artifacts documenting progress on both of our student learning outcomes, the Center will serve as a gathering point for assessment data. The Center will provide assessment materials to the *Level UP!* Committee for review and analysis.
- **LEVEL UP! COMMITTEE** – The *Level UP!* Committee will establish assessment protocols for determining student attainment on each of the QEP's learning outcomes. In addition, it will receive assessment artifacts for review from the Center for Experiential Education, hire Assessment Evaluators (AEs) to conduct the assessment, and arrange for training of the AEs. Based on the findings of the AEs and other data from the Center, the *Level UP!* Committee will determine progress on the overall plan and its related institutional goals each year, and engage in continuous improvement planning to close the loop after assessment results are available.
- **DIRECTOR OF ASSESSMENT** – The Director of Assessment will train and advise faculty and the AEs to evaluate student artifacts against a series of rubrics, including providing inter-rater reliability training. The Director of Assessment also will assist the AEs in developing a report of assessment findings to the *Level UP!* Committee, with any suggestions for changes in the assessment process.
- **ASSESSMENT EVALUATORS** – The AEs will summarize assessment results (i.e., from instructors/supervisors and students) for SLO #1, and evaluate student artifacts against a series of rubrics for SLO#2 to determine if students have attained the desired learning outcomes. Once complete, the AEs will work with the Director of University Assessment to prepare an assessment report that summarizes the findings and suggests any changes that may improve the assessment process. The report will be presented to the *Level UP!* Committee.
- **QEP CO-DIRECTORS** – The Co-Directors will work with the Office of Communications and Marketing to report progress on the QEP to the campus community, including any changes or improvement plans that result from continuous improvement planning by the *Level UP!* Committee.

ASSESSMENT TIMELINE

Assessment of the QEP’s student learning outcomes is a critical part of our annual process, but the results of the assessments are only one piece of our planned approach. Morehead State University is committed to a culture of continuous improvement through assessment, and so we will approach our QEP in the same regard. Each year we will launch plan-related components that we believe will move us further toward our established goals and targets, and then we will gather assessment data to determine if those components led to increases in our attainments. We will consider both semiannual and annual results to take stock of the ongoing progress of the plan. In cases where poor attainment is observed, we will make improvements, and then we will reassess and begin the cycle again. The figure below represents our approach to continuous improvement for the *Level UP!* program. Assessment of student learning outcomes (both direct and indirect) will occur each semester; whereas program-level assessment will occur annually.



To facilitate this approach, not only will we gather data that are direct evidence of our attainment of the plan’s student learning outcomes, but we also will seek to obtain data to track the implementation of the plan’s various elements. For example, MSU will track data about:

- the number of *Level UP!* courses offered (and co-curricular experiences approved for inclusion in the program) by term/year and high impact area,
- the number of Distinctions awarded by term/year,
- the number of faculty involved in the program,
- the number and quality of professional development sessions offered each year,
- utilization of grant funds annually, quality of wrap around services (e.g., Academic Advising, Career Services, Center for Experiential Education, etc.) associated with the QEP, and
- usage and effectiveness of various marketing approaches.

This timeline for assessment is influenced by several factors, including the timing for assessment data submission, submission and review of faculty applications to have their classes designated as Level Up! sections, the availability of final institutional enrollment and graduation data, etc. Although there are many steps to our assessment process, the critical activities each year in the cycle which impact the overall timeline for assessment of the QEP appear below.

- **NOVEMBER** – Attainment data for assessment from Fall semester courses is gathered and received from faculty, students, and Assessment Evaluators for SLO #1 and SLO #2. Students engaging in non-curricular *Level UP!* experiences also submit applications for Distinction at this time, thus data from a supervisor would be submitted at this time. Similarly, official institutional course enrollment for *Level UP!* courses and the prior year's graduation rate data become available.
- **DECEMBER** – Assessment Evaluators prepare a report of interim assessment results for the *Level UP!* Committee. In addition, consideration is given to any measurement or scoring issues, assessment data collection issues, or process-related concerns that arose in the program during Fall semester.
- **FEBRUARY** – Assessment data from Fall semester are finalized, and the Assessment Evaluators provide an interim summary report to the *Level UP!* Committee.
- **APRIL** – Attainment data for assessment from Spring semester courses is gathered and received from faculty, students, and Assessment Evaluators for SLO #1 and SLO #2. Students also submit applications for Distinction at this time, thus data from a supervisor would be submitted at this time. Also, institutional course enrollment data for *Level UP!* courses become available for the Spring semester.
- **JULY** – Assessment data from Spring semester, and the academic year, are finalized. The Assessment Evaluators provide a summary report to the *Level UP!* Committee.
- **AUGUST** – Full academic year analysis of assessment results presented to *Level UP!* Committee for progress analysis and necessary modifications. The *Level UP!* Committee will develop any plans to close the loop by September 15.
- **OCTOBER** - The Co-Directors of the QEP, in collaboration with the Office of Communications and Marketing, report annual assessment results and continuous improvement planning efforts to the campus community, and write an annual report of the QEP by October 15.

DO NOT ERASE!

TODAY IN BIOL 317 LAB:

- ① DIFFERENTIAL WBC COUNTS
- ② ENVIRONMENTAL ISOLATE CULT
- ③ ASEPTIC TECHNIQUES
 - a) BROTH
 - b) SLANT
 - c) PLATE

"LAB 2"
of the →
LAB MANUAL

MICROBES

Escherichia coli

Staphylococcus aureus

Bacillus anthracis

Vibrio cholerae

Mycobacterium tuberculosis

Mycobacterium tuberculosis



CHAPTER 7:

RESOURCES

Working with the President and Provost, the QEP Implementation Committee developed a budget to support *Level UP! Experience Your Future* across a 6-year period, including a year prior to the launch of the QEP that will be used to set up for a successful start (i.e., Year 0), and five years across which the QEP will unfold.



The University has committed to reallocate at least \$1,529,700 of existing funding to support the QEP, including personnel, operating, assessment, and grant funds across six years. The budget below (see Table 16) outlines that commitment by line item.

TABLE 16. QEP BUDGET

ITEM	YEAR 0 (2020-21)	YEAR 1 (2021-22)	YEAR 2 (2022-23)	YEAR 3 (2023-24)	YEAR 4 (2024-25)	YEAR 5 (2025-26)
PERSONNEL						
Summer Salary + Course Release for QEP Director	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
Director, Center for Experiential Education			\$17,880	\$17,880	\$17,880	\$17,880
½ Education Abroad Coordinator	\$26,321	\$26,321	\$26,321	\$26,321	\$26,321	\$26,321
½ Undergraduate Research Coordinator	\$25,054	\$25,054	\$25,054	\$25,054	\$25,054	\$25,054
½ Service Learning Coordinator	\$31,098	\$31,098	\$31,098	\$31,098	\$31,098	\$31,098
½ Internship Coordinator	\$34,327	\$34,327	\$34,327	\$34,327	\$34,327	\$34,327
Student Ambassadors	\$8,000	\$8,000	\$16,000	\$16,000	\$16,000	\$16,000
Redesign stipends for faculty	\$50,000	TBD	TBD	TBD	TBD	TBD
ASSESSMENT						
Assessment Evaluators		\$2,000	\$3,000	\$4,000	\$4,000	\$4,000
OPERATING EXPENSES						
Director Operating Expenses	\$ 1,425	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Education Abroad Operating Expenses	\$11,862	\$11,862	\$14,000	\$16,000	\$18,000	\$18,000
Undergraduate Research Operating Expenses	\$9,794	\$9,794	\$13,000	\$15,000	\$17,000	\$18,000
Service Learning Operating Expenses	\$14,334	\$14,334	\$16,000	\$17,000	\$18,000	\$18,000
Internship Operating Expenses	\$3,607	\$10,000	\$14,000	\$15,000	\$16,000	\$18,000
Promotional + recruiting materials	\$7,328	\$7,000	\$5,000	\$5,000	\$5,000	\$5,000
Professional Development	\$4,552	\$9,000	\$6,000	\$5,000	\$5,000	\$5,000
Commencement Honors		\$3,000	\$5,000	\$6,000	\$6,000	\$6,000
GRANTS						
Instructional Sustainability Grants		\$6,000	\$7,500	\$6,000	\$5,000	\$5,000
Level Up! Mini-Grants		\$6,000	\$7,500	\$6,000	\$5,000	\$5,000
TOTAL	\$233,202	\$224,290	\$262,180	\$266,180	\$270,180	\$273,180

EXPLANATION

The personnel expenses outlined in the budget above will allow the faculty Co-Director, Dr. Tim O’Brien, to devote the time worth one course per semester to the QEP while paying his department the cost of an adjunct to replace him in teaching the released course. They also will allow the faculty Co-Director to receive an additional one-month’s salary for contributions made toward the QEP each summer. Starting in Year 2, the personnel expenses also include funding to pay a supplemental salary to an existing employee to become the Director of the Center for Experiential Education. The expenses for this position are delayed in the plan to allow for the QEP to be launched under the guidance of the *Level UP!* Committee before turning over significant duties to the Director of the Center. Across the life of the QEP, personnel expenses also include half the salary and benefits for each of the four high impact coordinators, who also teach halftime in First Year Seminar, and salaries for the Student Ambassadors who will assist in the promotion of the plan’s high impact activities (i.e., four Student Ambassadors per year for years 0 and 1, and eight each year thereafter).

Finally, the institution has committed funding for faculty stipends to incent course redesigns, in order to infuse elements that foster the development of QEP-related career competencies and articulation skills (i.e., one-time \$500 stipends) into *Level UP!* courses, with the expectation the course would be taught in the following year. After year one of the program MSU will evaluate levels of faculty participation to determine what, if any, further incentives may be needed to drive faculty participation.

The budget includes funds to pay the Assessment Evaluators for their work in determining if students attain each of the learning outcomes associated with the QEP. In Year 1, four AEs will be hired to participate in inter-rater reliability training and review student artifacts, and as the program grows we will hire additional AEs (i.e., six in Year 2, and eight thereafter). AEs will be paid a stipend of \$500 stipend annually for their work.

Funds also have been budgeted for operating costs associated with each of the high impact coordinator positions and the QEP in general, including expenses such as copies/publications, telephone, technology, travel, and memberships that support the high impact activities. Operating funds also cover expenses for promotional materials (e.g., backpack badges, giveaway items, signage, wearable items for students who earned a Distinction to don at Commencement, etc.) and professional development funds (e.g., speakers, workshop expenses, travel, etc. to support the “train the trainer” model of faculty development). Although operating expenses and those for Commencement honors are expected to increase slightly over the life of the QEP, other expenses associated with promotion of high impact practices and faculty development are expected to peak in years 1 and 2 and then recede as the QEP becomes well established.

Finally, the budget includes funding for internal *Level UP!* Mini Grants and Instructional Sustainability Grants that will be awarded to faculty to promote their participation in high impact courses. The grant expenses are expected to peak in year two as more faculty become interested in developing a *Level UP!* course section, but the need for such funding should decrease over time once the Instructional Sustainability Grants help to build infrastructure to sustain experiential learning across campus.

CONCLUSION

Morehead State University has developed a Quality Enhancement Plan that will help students gain critical career skills, including the highly desired career competencies of oral and written communication, critical thinking, teamwork, and professionalism and the skill of articulating one’s competencies to others. The plan utilizes high impact experiences such as undergraduate research, education abroad, service learning, and internships paired with structured pedagogical techniques in existing curriculum to nurture these skills, and incents student participation through transcript denotations and the opportunity to be recognized for proficiencies in the critical skill areas through the awarding of Distinctions. The plan is supported by the participation of our dedicated faculty, who will be provided extensive professional development and the opportunity to compete for grant funds to transform their existing courses into *Level UP!* courses through the new Center for Experiential Education. The plan also provides significant wrap around support to students by numerous campus who will promote program awareness and help the students leverage the opportunities afforded to them by the *Level UP!* program.

MSU is excited about our QEP topic and the opportunities it will open to our students. The plan has significant buy-in from our campus constituents, from faculty to support staff to administration to our community partners. The institution has dedicated future resources to the QEP’s success, and committed to establish a new Center for Experiential Education to support the initiative. The plan’s student learning outcomes are clearly defined and assessable, using both direct and indirect measures, and pushes us to reach reasonable targets for their attainment. MSU has created an administrative structure for the QEP that allows for campus involvement in continuous improvement activities, and we believe that the program is poised for success.

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APPENDIX A. SAMPLE PRELIMINARY SURVEY

The sample preliminary survey below was sent electronically to campus constituents in Fall 2018 to gather their initial opinions about the areas for enhancement upon which they preferred we focus our QEP, and the strategies they would like to use in the QEP to improve student learning outcomes. This version of the survey as sent to faculty and staff.

SURVEY

As part of its ongoing SACSCOC accreditation process, Morehead State University is beginning the development of its next Quality Enhancement Plan (QEP) to improve an area of student learning and/or student success in a significant way through a university-wide, multi-year initiative. According to the SACSCOC Principles of Accreditation: “The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution’s ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success.”

As we at Morehead State University prepare for the development of our new QEP, we are seeking input from our stakeholders and would very much appreciate you taking a few minutes to help us identify potential areas that will improve the learning and success of our students. A selected list of high-impact educational practices that educational research suggests increases rates of student retention and student engagement (Association of American Colleges and Universities) and other student success strategies identified in the MSU strategic plan for 2018-2022 serve as the basis for this survey. Morehead State University’s strategic plan, *Come SOAR with Us 2018-2022*, is available at www.moreheadstate.edu/strategicplan as a reference.

The survey should take less than 10 minutes to complete and your responses are confidential.

1. Please identify your primary role at Morehead State University: ___ Faculty ___ Staff/Administration

2. If faculty, please select the college in which you are housed:

- ___ Caudill College of Arts, Humanities, and Social Sciences
- ___ College of Education
- ___ College of Science
- ___ Elmer R. Smith College of Business and Technology

3. Please identify the top three student learning and success areas on which MSU should focus improvement plans:

- | | |
|---|--|
| ___ Reading comprehension | ___ Job attainment skills |
| ___ Oral and written communications | ___ Personal finance skills |
| ___ Quantitative skills | ___ Experience in "real-life" careers |
| ___ Analytical and reasoning skills | ___ Tenacity--the confidence to pursue solutions to difficult problems |
| ___ Aesthetic appreciation and expression | ___ Guidance and advising for college success |
| ___ Awareness and experience with diverse cultural environments | ___ Scientific and research literacy |
| ___ Experience collaborating with others | ___ Civics and being an engaged citizen |

4. While all of these practices listed in this question are important and may be implemented to varying degrees on campus, we are asking stakeholders to help identify those that might have the most potential to significantly improve MSU student learning and success as a topic for the QEP at this time.

Please place a "1" next to the practice/strategy that would be the most impactful on student learning, a "2" next to the practice/strategy that is next most impactful, and so on. Remember, no two practices/strategies can have the same ranking.

- | | |
|--|---|
| ___ Writing Intensive Courses | ___ Learning Communities |
| ___ Undergraduate Research | ___ Intentional/Intrusive Advising |
| ___ Diversity/Global Learning | ___ First-Year Seminars and Experiences |
| ___ Service Learning, Community-Based Learning | ___ Sophomore Experience |
| ___ Internships | ___ Career Exploration and Planning |
| ___ Collaborative Assignments and Projects | |

5. Please identify any other areas that you believe would significantly improve student learning at MSU.

6. Other comments:

Thank you for taking our survey! Please click the "Next" button to record your responses!

APPENDIX B. CALL FOR INITIAL QEP CONCEPT PROPOSALS

MOREHEAD STATE UNIVERSITY QUALITY ENHANCEMENT PLAN (QEP) CALL FOR PROPOSALS

As part of our reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), MSU will develop a new Quality Enhancement Plan (QEP) to improve an area of student learning or student success. The focus of the QEP must be derived from our institution’s ongoing comprehensive planning and evaluation processes with input from faculty, staff, students, and the community. A QEP Selection Committee, comprised of 10 members (Provost, Chief Planning Officer, 4 faculty members, 2 students, and 2 staff members), has developed guidelines and a process for guiding the development and selection of the next QEP topic and plan.

STEP 1: TOPIC SELECTION

Faculty, staff, students, alumni, and community stakeholders were invited to identify areas for improvement and asked to prioritize high impact practices/strategies identified in MSU’s strategic plan, *Come SOAR with Us 2018-2022*, based on their potential to positively impact student learning and success. Over 700 responses were received. Complete survey results will be posted along with other institutional data at: www.moreheadstate.edu/institutionaldata. An analysis of the responses identified the top four areas on which MSU should focus improvement plans for student learning and success:

- Experience in “real-life” careers
- Analytical and reasoning skills
- Job attainment skills
- Oral and written communications

In terms of the survey respondents’ preferences, the 11 high impact practices and student success strategies were ranked in the following order (1-most preferable to 11-least preferable):

- | | |
|---|---|
| 1. Internships | 7. Collaborative Assignments and Projects |
| 2. Career Exploration and Planning | 8. Diversity/Global Learning |
| 3. Service Learning, Community–Based Learning | 9. Learning Communities |
| 4. Undergraduate Research | 10. First–Year Seminars and Experiences |
| 5. Writing Intensive Courses | 11. Sophomore Experience |
| 6. Intentional/Intrusive Advising | |

STEP 2: CALL FOR PROPOSALS

All members of the MSU campus community are invited to submit brief, two–to three–page, focused proposals by November 6, 2018. Consistent with the SACSCOC standards, proposals focused on priorities identified by campus stakeholders in the aforementioned surveys and those that reference institutional data related to student learning and success are preferred. If selected, these proposals will serve as the foundation for a fully-developed, 20-25 page plan to be submitted in early February of 2019. Although no monetary incentive is provided for the initial focused proposals, as noted in the next section, the top three selected for full proposal development will each receive \$1,000 upon submission if meeting the criteria established.

STEP 3: PROPOSAL DEVELOPMENT

In the final stage of the selection process, the QEP committee will read and evaluate all initial proposals using established criteria as well as institutional data on student success. The top three proposals will be identified by early December of 2018 and the authors will be invited to submit fully developed, 20-25 page plans to be submitted by February 8, 2019. Because the development process is significantly more labor intensive and will require some work over the break, invited authors who submit viable full–length proposals meeting established criteria will receive \$1,000 per proposal. It will be necessary for the authors to collaborate with the members of the QEP Selection Committee to ensure full proposals meet the expectations provided in SACSCOC Principles of Accreditation.

STEP 4: FINAL SELECTION

In February of 2019, the full plans will be shared with the campus community for feedback and the committee will then select which plan will be MSU's next QEP. The selected QEP will be announced to the campus community in March of 2019.

STEP 5: QEP DEVELOPMENT TEAM

Once a topic has been selected, a QEP Development Team will be appointed in spring of 2019 and planning activities will commence.

APPENDIX C. SAMPLE FINAL SURVEY

The sample final survey below was sent electronically to campus constituents in Fall 2018 after full concept proposals for a QEP topic had been made available for the campus community for review. Representatives from each proposal had made presentations at campus forums, and also prepared a one-page summary of their ideas. The final survey, which included the one-page summaries and links to the full proposals, was sent to constituents to gather their opinions about the two final QEP concept proposals. This version of the survey as sent to students.

SURVEY

MSU Students:

Morehead State University has selected two comprehensive proposals for consideration as our next Quality Enhancement Plan (QEP):

- Literacy Across the Curriculum (LAC)
- Majoring in Experience: Student Outcomes Coming up ACES (ACES)

According to the SACSCOC Principles of Accreditation -

"The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success."

The institution has a QEP that:

- has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- has broad-based support of institutional constituencies;
- focuses on improving specific student learning outcomes and/or student success;
- commits resources to initiate, implement, and complete the QEP; and
- includes a plan to assess achievement

The QEP Selection Team values the feedback of all stakeholders and would appreciate your review and identification of the strengths and weaknesses of both of these thoughtful proposals. A one-page summary and the full proposal for each topic has been provided for your review.

Sincerely,

The QEP Selection Team

QEP PROPOSAL 1 - Literacy Across the Curriculum Abstract

Literacy is a foundation of education, a foundation so integral to higher learning that its measure is a common predictor of college and career readiness. While this important element factors heavily in college admission decisions, it is rarely addressed on campus outside of remedial coursework because postsecondary education tends to treat the ability to comprehend written texts as a basic competency students should already possess, not a complex set of skills that can improve over time. This runs counter to understandings of literacy in public policy decisions, where the term is “defined as a particular capacity and mode of behaviour” that can be gauged by “proficiency levels along a continuum [that] denote how well adults use information to function in society and in the economy” (Organisation for Economic Co-Operation and Development, 2000).

If MSU were to embrace a more capacious, public-oriented definition of literacy, and encourage it as a “mode of behaviour” to be developed throughout our students’ core curriculum (General Education), we would render our students more proficient in the skills that would allow them to excel in upper division classes and succeed in the 21st-century workforce. And we could do so through an efficient plan that reallocates existing resources to enhance revenue streams.

“The Literacy of America’s College Students,” the only national survey of collegiate capabilities, outlines the domains of literacy defined in many policy documents:

- **document literacy**, or the ability to comprehend and utilize *non-continuous forms of writing*, such as job applications, tax forms, pay rolls, and maps;
- **prose literacy**, or the ability to comprehend and analyze *continuous texts* such as editorials, articles, and books; and
- **quantitative literacy**, or the ability to comprehend graphical representations of numbers in printed materials and complete basic computations (i.e., numeracy).
- The researchers rely upon these **standard designations** in their measurement of college students’ capabilities because they recognize that “[r]apid changes in technology” have made “it necessary for adults of all ages to use written information in new and more complex ways” (Baer, Cook, Baldi, 2006, p. 4). MSU could consider literacy in an analogous fashion and seamlessly integrate these essential skills in General Education classes, without imposing undue burden on instructors, by having literacy specialists work with content coordinators to tailor instructional strategies to disciplinary needs and help faculty develop new, objective assessments of students’ comprehension of written course materials. These same specialists could also foreground literacy skills in the redesigned First Year Seminar by working with relevant faculty to create a civics module that requires students to engage with complex texts from American history and government. Fully implemented, this achievable plan would provide the institution with ready “proof,” easily translatable into terms the legislature understands (public policy), of the “value-add” of higher education.

QEP PROPOSAL 2 - MAJORING IN EXPERIENCE: STUDENT OUTCOMES COMING UP AGES

The current landscape in higher education has an ever-increasing focus on workforce development in funding models for public universities, which demands that institutions prepare students for successful careers. We must therefore invest our resources strategically to keep pace with benchmark institutions and be competitive from a recruitment and ranking standpoint. This QEP focuses on improving the delivery and tracking of the experiential education focused high impact practices (HIP) of internships/field experience, education abroad, service learning, and research with faculty, practices shown to positively correlate with learning, student retention, and graduation rate outcomes.

The key components of this plan include HIP focused infrastructure realignments that enhance programming while tracking data, the development of major specific college to career pathway maps (a companion piece resource to academic curriculum maps that guide students to HIPs, designed for academic advisor, faculty and student use), faculty/staff engagement initiatives and campus wide, student-focused promotional campaigns. A guiding acronym, ACES (Awareness, Connections, Experience, Success) will strategically lead students through the career exploration process and ensure they are able to engage in at least one HIP prior to graduation.

We propose a multi-pronged solution with a 4- to 5-year implementation. Below are some highlights from the proposal:

- Develop a college to career pathway map (i.e., expanded curriculum map) for every academic program that focuses on curricular and extracurricular career exploration activities (self-assessment, choosing a major, exploring career paths) and highlights appropriately-timed HIPs best suited to career demands in the field (as determined by the faculty)
- Select Faculty HIP Coordinators within each college who will develop HIP opportunities, plus assist in tracking and assessing the impact of HIPs
- Restructure Career Services to create a Center for Career Development and Experiential Learning with faculty and staff HIP Leads to create a one-stop-shop for students
- Host professional development for faculty/staff about the benefits of career preparation activities (resumes, interviews) and student participation in high impact activities, and offer training for faculty on ways to integrate these into courses or extracurricular activities by program
- Begin coordination of student-focused career exploration and preparation events and activities
- Foster and maintain sites for high impact activities (i.e., internship sites, education abroad destinations, service learning sites, or laboratory setups for undergraduate research)
- Develop a streamlined process for establishing, evaluating, and tracking student engagement in high impact activities
- Establish consistent practices in effective student reflection methods across the four HIPs

To remain competitive from a university, program and student standpoint, a higher percentage of our students must begin participating in HIPs as the data proves these are life changing and career launching, but also benefits the University in terms of successfully addressing our strategic plan, SOAR, while improving enrollment, retention, and graduation rate goals.

For each proposal, constituents were asked to rate the strengths and weaknesses. The ratings were made using the following instrument:

Strengths of the Proposal

Please select the statements you feel reflect the **strengths** of Proposal 2 from the following list. You may select as many strengths as you feel are applicable.

- Topic is clearly defined
- Important constituent groups engaged in developing and initiating the plan
- Focuses on specific student learning outcomes related to student learning and/or student success
- Outcomes are specific and measurable
- Baseline data is included and has been analyzed
- Identifies human and financial resources needed
- Identifies assessment plan that is appropriate and manageable
- Aligns with MSU Strategic Plan (SOAR 2018-2022)
- Aligns with General Education program
- Strengthens current curriculum or practices
- Easy to implement
- Visible to external stakeholders
- Will be easy to gain campus buy-in and support
- Resources for this proposal are feasible
- Topic has potential to have broad-based impact on student learning/student success
- Other (Please provide any additional comments)

Weaknesses of the Proposal

Please select the statements you feel reflect the **weaknesses** of Proposal 2 from the following list. You may select as many weaknesses as you feel are applicable.

- Topic is ill-defined or unclear
- Topic has little connection to MSU Strategic Plan (Come SOAR with Us, 2018-2022)
- Limited evidence that institutional representatives engaged in the development of the plan
- Outcomes are too general
- Baseline data is not included
- Does not adequately identify human and financial resources needed for implementation
- Assessment plan needs additional work
- Low visibility to external stakeholders
- Topic does not rise to the level of a Quality Enhancement Plan
- Difficult to implement
- May not have fully considered student, faculty, and staff issues related to implementation
- May be difficult to obtain buy-in to implement, test, and assess
- Resources for this proposal are unfeasible
- Topic has little connection to General Education program
- May have limited impact on student learning/student success
- Other (Please provide any additional comments)

APPENDIX D. MARKETING & COMMUNICATIONS PLAN

The Planning, Development, and Advisory & Implementation Committees were charged with creating a marketing/communication plan that would target multiple audiences, including students (prospective and undergraduate), faculty and staff members, and administrators.

Critical to the team was to officially name the Quality Enhancement Plan for marketing and communications purposes. The team acknowledged the name was a significant part of branding and marketing the QEP. They felt the name should:

- Be focused on the student rather than the institution.
- Succinctly describe the intended QEP goal(s).
- Be action- and future-oriented.

The committees met multiple times and discussed several different options before selecting:

Level UP! Experience Your Future.

The second task of the team was to develop a logo for the QEP. The team consulted and worked with staff from the Office of Communications & Marketing to create a logo that would:

- Incorporate the official colors of the institution.
- Be a distinct, recognizable brand mark for the QEP.
- Visually represent the theme and purpose of the QEP.



The logo features the words "Level UP!" in a large, bold, sans-serif font. "Level" is in blue, and "UP!" is in yellow. Below this, the tagline "EXPERIENCE YOUR FUTURE" is written in a smaller, blue, all-caps, sans-serif font. The "U" in "UP!" has a small white arrow pointing upwards from its top right corner.

In Fall 2019, the team began an awareness campaign across campus. Presentations were made to leadership and constituency groups across campus. Additional sessions and updates to leadership and constituency groups will continue through Fall 2021.

The team is in the process of working with the Office of Communications & Marketing to develop a QEP/*Level UP!* website. Essential information about the QEP, the High Impact Practice areas, how to enroll in courses/activities that qualify, and highlights of students completing Level Up will be featured.

Periodic announcements about *Level UP!* are and will be sent through the campus-wide bi-monthly email newsletter. A separate Level Up newsletter will be established once the QEP is officially launched.

Level UP! students and Ambassadors will be highlighted throughout the academic year via campus digital signage, feature stories distributed to media outlets and on MSU's primary web presence, and via the institutional digital magazine.

Level UP! Ambassadors will be trained on appropriate and strategic use of social media and will promote activities, offerings, and events via official Facebook, Twitter, and Instagram accounts.

Level UP! will be featured in the MSU Viewbook, the primary print recruitment piece for undergraduate students. MSU typically produces 20,000 viewbooks each year. These are mailed directly to prospective students and are distributed at recruitment events both on- and off- campus.

APPENDIX E. DESCRIPTION OF THE CENTER FOR EXPERIENTIAL EDUCATION

The Center for Experiential Education will be the informational hub for the undergraduate high impact experiences involved in the QEP, and will represent four areas: Undergraduate Research, Education Abroad, Service Learning, and Internships. The Center will:

- Promote experiential learning broadly
- Track student participation in high impact experiences
- Help students match to high impact experiences
- Facilitate student applications for Distinction
- Coordinate faculty development to support the QEP
- Gather artifacts used by Assessment Evaluators for assessment purposes
- Facilitate faculty grants associated with the QEP

The Center consists of a Director, as well as four high impact experience coordinators and a group of undergraduate student ambassadors (representing the four high impact areas) who all report to the Director.

ROLE	MAJOR RESPONSIBILITIES RELATED TO THE QUALITY ENHANCEMENT PLAN
Director	<ul style="list-style-type: none"> • Coordinates with the Level UP! Committee to facilitate the Quality Enhancement Plan and its continuous improvement plan • Provides oversight for the day-to-day operation of the Center • Supervises the efforts of the four high impact practice coordinators and student ambassadors • Coordinates the promotion of high impact experiences and Distinctions via the Center • Facilitates professional development in support of the QEP • Reports student involvement in high impact experiences by semester • Supports student and faculty needs related to the QEP • Conducts unit-level assessments associated with the QEP
Coordinator of Undergraduate Research	<ul style="list-style-type: none"> • Promotes and coordinates student involvement in undergraduate research and the Level UP! program • Facilitates the development of undergraduate research offerings • Promotes faculty involvement on the QEP through professional development • Facilitates student matches to the undergraduate research opportunities • Tracks and assesses undergraduate research participation • Writes grants to support undergraduate research activities • Manages the Undergraduate Research Fellows program
Coordinator of Education Abroad	<ul style="list-style-type: none"> • Promotes and coordinates student involvement in education abroad and the Level UP! program • Facilitates the development of education abroad offerings, including trip planning assistance and coordination with external agencies • Promotes faculty involvement in the QEP through professional development • Facilitates student matches to education abroad programs • Tracks and assesses education abroad participation • Ensures trip and traveler compliance with Education Abroad policies for all MSU-sponsored travel, and • Writes grants to support education abroad activities
Coordinator of Service Learning	<ul style="list-style-type: none"> • Promotes and coordinates student involvement in service learning and the Level UP! program • Facilitates the development of service learning offerings, including building and sustaining partnerships with community entities and providing logistical support for service projects • Promotes faculty involvement in the QEP through professional development • Facilitates student matches to service learning programs • Tracks and assesses service learning participation • Writes grants to support service learning activities • Manages the Engagement Fellows program
Coordinator of Internships	<ul style="list-style-type: none"> • Promotes and coordinates student involvement in internships and the Level UP! program • Facilitates the development of internship offerings, including arranging placement sites and coordinating with employer partners as needed • Promotes faculty involvement in the QEP through professional development • Facilitates student matches to internship programs • Tracks and assesses internship learning activities • Writes grants to support internship activities
Student Ambassadors	<ul style="list-style-type: none"> • Assist Director and high impact coordinators in promotional efforts • Prepares and manages print and social media content promoting high impact participation in coordination with the Office of Communication

APPENDIX F. SAMPLE FACULTY EVALUATION FORMS FOR SLO #1

Each faculty will apply the rubric below which reflects the focus career competency of their course (or pre-approved co-curricular experience) to the portfolio submitted through the *Level UP!* experience.

ORAL COMMUNICATION VALUE RUBRIC

Please indicate the level of attainment for this student for each indicator or dimension of the career competency that is the focus of your *Level UP!* course. Insert your rating in the table in the column titled "Student Attainment Level." Please do not provide ratings for career competency areas that you did not nurture in your course.

NOTE: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

INDICATORS	STUDENT ATTAINMENT LEVEL	CAPSTONE			MILESTONES			BENCHMARK		
		4	3	2	1					
Organization		Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.					
Language		Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.					
Delivery		Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.					
Supporting Material		A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.					
Central Message		Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.					

WRITTEN COMMUNICATION VALUE RUBRIC

Please indicate the level of attainment for this student for each indicator or dimension of the career competency that is the focus of your *Level UP!* course. Insert your rating in the table in the column titled “Student Attainment Level.” Please do not provide ratings for career competency areas that you did not nurture in your course.

NOTE: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

INDICATORS	STUDENT ATTAINMENT LEVEL	CAPSTONE			MILESTONES			BENCHMARK		
		4	3	2	1					
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).		Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience’s perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).					
Content Development		Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.					
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).		Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.					
Sources and Evidence		Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.					
Control of Syntax and Mechanics		Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.					

CRITICAL THINKING VALUE RUBRIC

Please indicate the level of attainment for this student for each indicator or dimension of the career competency that is the focus of your *Level UP!* course. Insert your rating in the table in the column titled “Student Attainment Level.” Please do not provide ratings for career competency areas that you did not nurture in your course.

NOTE: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

INDICATORS	STUDENT ATTAINMENT LEVEL	CAPSTONE			BENCHMARK
		4	3	2	
Explanation of issues		Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence Selecting and using information to investigate a point of view or conclusion		Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions		Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others’ assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student’s position (perspective, thesis/ hypothesis)		Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others’ points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)		Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

TEAMWORK VALUE RUBRIC

Please indicate the level of attainment for this student for each indicator or dimension of the career competency that is the focus of your *Level UP!* course. Insert your rating in the table in the column titled “Student Attainment Level.” Please do not provide ratings for career competency areas that you did not nurture in your course.

NOTE: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	STUDENT ATTAINMENT LEVEL	CAPSTONE			BENCHMARK
		4	3	2	
Contributes to Team Meetings		Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members		Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings		Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate		<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict		Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

PROFESSIONALISM RUBRIC

Please indicate the level of attainment for this student for each indicator or dimension of the career competency that is the focus of your *Level UP!* course. Insert your rating in the table in the column titled “Student Attainment Level.” Please do not provide ratings for career competency areas that you did not nurture in your course.

NOTE: Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

INDICATORS	STUDENT ATTAINMENT LEVEL	CAPSTONE	MILESTONES		BENCHMARK
		4	3	2	1
Sense of Self		Confidently and realistically acknowledges and articulates personal and professional skills, abilities, strengths, dispositions, and growth areas; actively engages in self-reflection to gain insight and applies that insight to developing themselves.	Acknowledges and articulates personal and professional skills, abilities, strengths, dispositions, and growth areas; actively engages in self-reflection to gain insight and applies that insight to developing themselves.	Exhibits an emerging sense of self, including some awareness of personal skills, abilities, strengths, dispositions, and growth areas. Begins to engage in self-reflective activities, but has not yet conceptually processed these experiences.	Exhibits little to no evidence of awareness of personal skills, abilities, strengths, dispositions, and growth areas. Exhibits little to no effort to engage in self-reflective activities.
Sense of Others		Acknowledges and values the skills, abilities, strengths, dispositions, and areas of growth in relation to their own.	Acknowledges the skills, abilities, strengths, dispositions, and areas of growth in relation to their own.	Demonstrates the beginnings of understanding others in terms of their values, skills, abilities, strengths, dispositions, and areas of growth.	Lack of awareness of others in general.
Professional		Effectively communicates their transferrable skills and experiences; knows how to properly correspond with different audiences in a professional manner.	Has a sense of their transferrable skills but is still crafting a way to effectively communicate them; understands that there are varying ways to communicate professionally.	Emerging awareness of skills and how they transfer between experiences; understands the importance of communication professionally and begins to think about how they might do this.	General lack of awareness that skills can be transferable from one experience to another; unable to professionally correspond with others.
Integrity		Incorporates ethical reasoning in action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, trustworthiness, and transparency.	Formulates a sense of ethical reasoning; framework for ethical decision making is further developed yet student is still formulating; student begins to connect dots between values, beliefs and actions.	Demonstrates an emerging sense of ethical reasoning; framework for ethical decision making is still in its infancy; initial thoughts regarding the interconnectedness of values, beliefs, and actions are beginning to develop.	No evidence of ethical reasoning; little to no reflection regarding a process for personal decision-making; lack of congruence between personal values, beliefs, and actions. Absence of qualities such as dependability, honesty, and trustworthiness.
Standard of Excellence		Solicits and accepts guidance and direction from others as needed; holds oneself accountable for obligations; demonstrates initiative; assess, critiques, and then improves the quality of their work.	Discusses raising standards for self and begins to engage in a process to do so. Assess and critiques their work.	Exhibits an emerging sense of accountability, obligation, and initiative. Exhibits some thoughts regarding self-improvement.	Demonstrates little to no accountability towards obligations, nor a sense of personal initiative; does not assess or seek improvement for the quality of their work or work environment.

APPENDIX G. STUDENT SELF-ASSESSMENT FORM

Select the rating scale below associated with your *Level UP!* experience's focus career competency and conduct a self-assessment of your work. Provide your self-ratings in the column entitled "Rating."

RATING SCALE FOR ORAL COMMUNICATION

Instructions: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Carefully consider your use of oral communication in your work during your *Level UP!* experience. Select the description that best fits how you would rate yourself on each dimension below and place the corresponding column number in the rating box.

INDICATOR	RATING	MILESTONES			BENCHMARK
		4	3	2	
Organization		Organizational pattern is clearly and consistently observable, well structured, and makes the content of the message unified.	Organizational pattern is observable within the message.	Organizational pattern is attempted within the message.	Organizational pattern is not observable within the message.
Delivery		Speaker consistently demonstrates understanding of delivery techniques and appears polished and confident.	Speaker demonstrates understanding of delivery techniques and appears comfortable.	Speaker demonstrates some understanding of delivery techniques and appears hesitant.	Speaker fails to demonstrate understanding of delivery techniques and appears uncomfortable.
Language		Language choices are creative, memorable, persuasive, appropriate, and enhance the effectiveness of the message.	Language choices are thoughtful, appropriate, and generally support the effectiveness of the message.	Language choices are uninteresting and common, and partially support the effectiveness of the message.	Language choices are unclear, inappropriate to the audience, and minimally support the effectiveness of the message.
Supporting Materials		Provides a variety of supporting material and makes appropriate reference to information or analysis that significantly supports the message or establishes the speaker's credibility/ authority on the topic.	Provides supporting material and makes appropriate reference to information or analysis that generally supports the message or establishes the speaker's credibility/ authority on the topic.	Occasionally provides supporting materials and makes reference to information or analysis that supports the message or establishes the speaker's credibility/ authority on the topic.	Fails to provide supporting materials or make reference to information that supports the message or establishes the speaker's credibility/ authority on the topic.
Central Message		Central message is compelling and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is basically understandable, but it is not often repeated and is not memorable.	Central message is not explicitly stated or understandable.

RATING SCALE FOR WRITTEN COMMUNICATION

Instructions: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Carefully consider your use of written communication in your work during your *Level UP!* experience. Select the description that best fits how you would rate your written work on each dimension below and place the corresponding column number in the rating box.

INDICATOR	RATING	CAPSTONE			MILESTONES		BENCHMARK
		4	3	2	1		
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)		Demonstrates a detailed understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates acceptable consideration of context, audience, and purpose, and demonstrates a clear focus on the assigned task(s).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s).	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).		
Content Development		Uses appropriate, relevant, and compelling content to show mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.		
Category and Area Agreements Formal and informal rules for writing in particular forms and/or academic fields		Demonstrates detailed attention to and successful completion of a wide range of parts particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and technical choices.	Demonstrates consistent use of important parts particular to a specific discipline and/or writing task, including organization, content, presentation, and technical choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.		
Sources and Evidence		Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and area of writing.	Demonstrates consistent use of credible relevant sources to support ideas that are situated within the discipline and area of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and area of writing.	Demonstrates an attempt to use sources to support ideas in the writing.		
Control of Language and Errors in Spelling and Punctuation		Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.		

RATING SCALE FOR CRITICAL THINKING

Instructions: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Carefully consider your use of critical thinking in your work during your *Level UP!* experience. Select the description that best fits how you would rate yourself on each dimension below and place the corresponding column number in the rating box.

INDICATOR	RATING	MILESTONES			BENCHMARK
		4	3	2	
Explains issues		Issue/problem is stated clearly and described in detail, having all relevant information for full understanding.	Issue/problem is stated, described, and clear so that understanding is not seriously hindered by omissions.	Issue/problem is stated but description leaves some terms undefined, uncertainties unexplored and/or backgrounds unknown.	Issue/problem is stated without clarification or description.
Evidence Selecting and using information to investigate a point of view or conclusion		Information is taken from source(s) with enough interpretation/evaluation to thoroughly analyze and understand. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a clear analysis or creation. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to analyze and understand. Viewpoints of experts are taken as mostly fact with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions		Thoroughly analyzes own and others' assumptions and carefully evaluates the circumstances when presenting a position.	Identifies own and others' assumptions and several relevant circumstances when presenting a position.	Questions some assumptions. Identifies several relevant circumstances when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions, but sometimes labels assertions as assumptions. Begins to identify some contexts when presenting a position.
Student's position		Specific position (perspective, thesis/hypothesis) is creative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are interpreted within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis, hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simple and obvious.
Conclusions and Related Outcomes (Implications and consequences)		Conclusions and related outcomes (consequences and implications) are logical and reflect my informed evaluation and ability to place evidence and perspectives discussed in order of importance.	Conclusion is logically tied to a range of information, including differing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (before information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

RATING SCALE FOR TEAMWORK

Instructions: Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) Carefully consider your use of teamwork in your work during your *Level UP!* experience. Select the description that best fits how you would rate yourself on each dimension below and place the corresponding column number in the rating box.

INDICATOR	RATING	CAPSTONE			MILESTONES		BENCHMARK
		4	3	2	1		
Contributes to Team Meetings		Helps the team move forward by expressing the importance of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas, but does not advance the work of the group.		
Facilitates the Contributions of Team Members		Engages team members in ways that assists their contributions to meetings by both constructively building upon or joining the contributions of others as well as noticing when someone is not participating and inviting them to participate.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or joining the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.		
Individual Contributions Outside of Team Meetings		Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.		
Promotes Constructive Team Climate		Supports a constructive team climate by doing all of the following: 1. Treats team members respectfully by being polite and constructive in communication 2. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work 3. Motivates teammates by expressing confidence about the importance of the task and team's ability to accomplish it 4. Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: 1. Treats team members respectfully by being polite and constructive in communication 2. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work 3. Motivates teammates by expressing confidence about the importance of the task and team's ability to accomplish it 4. Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: 1. Treats team members respectfully by being polite and constructive in communication 2. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work 3. Motivates teammates by expressing confidence about the importance of the task and team's ability to accomplish it 4. Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: 1. Treats team members respectfully by being polite and constructive in communication 2. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work 3. Motivates teammates by expressing confidence about the importance of the task and team's ability to accomplish it 4. Provides assistance and/or encouragement to team members.		
Responds to Conflict		Addresses destructive conflict directly and beneficially, helping to manage/resolve it in a way that strengthens overall team connection and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ ideas/opinions.		

RATING SCALE FOR PROFESSIONALISM

Instructions: Professionalism is a heightened understanding of self and others by participating in various experiences to build knowledge of professional etiquette and expertise. Carefully consider your use of professionalism in your work during your *Level UP!* experience. Select the description that best fits how you would rate yourself on each dimension below and place the corresponding column number in the rating box.

INDICATOR	RATING	MILESTONES			BENCHMARK
		4	3	2	
Sense of Self		Confidently and realistically acknowledges and expresses personal and professional skills, abilities, strengths, outlooks, and growth areas; actively engages in self-reflection to gain insight and applies that insight to developing myself.	Acknowledges and articulates personal and professional skills, abilities, strengths, outlooks, and growth areas; actively engages in self-reflection to gain insight and applies that insight to developing myself.	Exhibits a developing sense of self, including some awareness of personal skills, abilities, strengths, outlooks, and growth areas. Begins to engage in self-reflective activities, but has not yet processed these experiences.	Exhibits little to no evidence of awareness of personal skills, abilities, strengths, outlooks, and growth areas. Exhibits little to no effort to engage in self-reflective activities.
Sense of Others		Acknowledges and values the skills, abilities, strengths, outlooks, and areas of growth in relation to my own.	Acknowledges the skills, abilities, strengths, outlooks, and areas of growth in relation to my own.	Demonstrates the beginnings of understanding others in terms of their values, skills, abilities, strengths, outlooks, and areas of growth.	Lack of awareness of others in general
Professional Communication		Effectively communicates own transferrable skills and experiences; knows how to properly correspond with different audiences in a professional manner.	Has a sense of own transferrable skills, but is still crafting a way to effectively communicate them; understands that there are varying ways to communicate professionally.	Developing awareness of skills and how they transfer between experiences; understands the importance of communication professionally and begins to think about how I might do this.	General lack of awareness that skills can be transferable from one experience to another; unable to professionally correspond with others.
Integrity		Incorporates ethical reasoning in action; explores and conveys the values and principles involved in personal decision-making; acts in comparison with personal values and beliefs; demonstrates dependability, honesty, trustworthiness, and transparency.	Formulates a sense of ethical reasoning; framework for ethical decision making is further developed but still formulating; begins to connect dots between values, beliefs and actions.	Demonstrates a developing sense of ethical reasoning; framework for ethical decision making is still underdeveloped; initial thoughts regarding the relationship of values, beliefs, and actions are beginning to develop.	No evidence of ethical reasoning; little to no reflection regarding a process for personal decision-making; lack of similarity between personal values, beliefs, and actions. Absence of qualities such as dependability, honesty, and trustworthiness
Standard of Excellence		Seeks and accepts guidance and direction from others as needed; holds oneself accountable for obligations; demonstrates initiative; assesses, evaluates, and then improves my work.	Discusses raising standards for self and begins to engage in a process to do so. Assesses and evaluates the quality of my work.	Exhibits a developing sense of accountability, obligation, and initiative. Exhibits some thoughts regarding self-improvement.	Demonstrates little to no accountability towards obligations, nor a sense of personal initiative; does not assess or seek improvement for the quality of their work or work environment.

STAR METHOD CAREER SKILL ARTICULATION SELF-ASSESSMENT

Instructions: Carefully consider your ability to use the STAR method to provide a specific example of your focus career skill exhibited during your *Level UP!* experience. Select the description that best fits how you described the experience through each step in the STAR method and place the corresponding column number in the rating box.

STEP	RATING	CAPSTONE	MILESTONES		BENCHMARK
		4	3	2	1
Situation		Clearly details the background and provides a context for how the competency was developed in the high impact experience. Includes specific information such as who was involved, what was the situation, where did this take place, and when.	Partially describes the situation, but neglects to include key information. Includes at least two of the: who, what, where and when elements.	Begins to describe the situation. Only fully describes one of the: who, what, where and when elements of the situation.	Provides limited or no details of the situation
Task		Clearly describes the purpose/challenge that was faced, including what needed to be done and why this was the goal. Provides specific information.	Clearly describes one element – what needed to be done or why this was the goal but not both. Includes some key details that allow one to understand the goal.	Somewhat describes one element - what needed to be done or why this was the goal but not both. Lacks key details that allow one to fully understand the task.	Insufficiently describes what needs to be accomplished in terms of the purpose, challenge, or goal.
Action		Clearly describes the two elements - what was done and how it was done. Includes specific details like materials used, time frame and obstacles encountered. Uses "I" language to convey what the individual's role was if a team was involved. Highlights how the competency was developed during the high impact experience.	Clearly describes one element of the action – either what was done or how it was done – but not both. Inconsistently uses "I" language to convey individual role.	Partially describes one element of the action – either what was done or how it was done – but not both. Uses "we" rather than "I" so it is difficult to tell the individual role.	Action can be deduced (i.e., guessed based on other details) but is not explicitly stated.
Result		Clearly describes the outcome of the action includes specific information (like numbers/percentages or other evidence) to prove results (e.g., grade on project, cost savings, recognition, accomplishments, etc.). Focuses on what was learned and summarizes how the skill was instrumental in the accomplishment.	Approaches the outcome, but doesn't present enough supporting details to convince one of the result. Reflects on only one element - either what was learned or how the skill played into the result.	Summarizes the experience, but doesn't clearly include the outcome.	Result or outcome is not included at all.

APPENDIX H. DIRECT MEASURE FOR SLO #2 REFLECTION PROMPT & RUBRIC

Prompt: Prove you are developing a career skill with a strong example!

Using the STAR method, provide a specific example of a time during your course that proves you developed and used the career skill that is the *Level UP!* focus in that class section. Imagine that you are describing the example to an employer or graduate school interviewer that you want to impress. Be sure to provide relevant details and include the following elements:

- **Situation:** Describe a specific situation with details of the: who, what, where and when. Include details like the specific course, assignment details, classmates involved, and what other commitments that you had at the time.
- **Task:** Focus on what needed to be done and why. Describe the challenge, goal, or project you were responsible for accomplishing.
- **Action:** Elaborate on what you did and how you did it. If you were part of a team, remember to focus on your role and unique contributions. This is a good place to highlight the career skill that you developed!
- **Result:** Describe the outcome of your actions. What happened? What did you accomplish? What did you learn? Try to include numbers that verify your accomplishment. Summarize how the career skill helped you achieve the result.

Rubric: Rate the extent to which the student should articulate a specific example of a career competency developed in a high impact experience using the STAR method.

STEP	INSUFFICIENTLY ARTICULATES 1	SOMEWHAT ARTICULATES 2	PARTIALLY ARTICULATES 3	FULLY ARTICULATES 4	POINTS
Situation	Provides limited or no details of the situation.	Begins to describe the situation. Only fully describes one of the: who, what, where and when elements.	Partially describes the situation but neglects to include key information. Includes at least two of the: who, what, where and when elements.	Clearly details the background and provides a context for how the competency was developed during the high impact practice. Includes specific information such as who was involved, what was the situation, where did this take place, and when.	
Task	Insufficiently describes what needs to be accomplished in terms of the purpose, challenge or goal.	Somewhat describes one element - what need to be done or why this was the goal but not both. Lacks key details that allow one to fully understand the task.	Clearly describes one element – what needed to be done or why this was the goal but not both. Includes some key details that allow one to understand the goal.	Clearly describes the purpose/challenge that was faced including what needed to be done and why this was the goal. Provides specific information.	
Action	Action can be deduced but is not explicitly stated.	Partially describes one element of the action – either what was done or how it was done – but not both. Uses “we” rather than “I” so it is difficult to tell the individual role.	Clearly describes one element of the action – either what was done or how it was done – but not both. Inconsistently uses “I” language to convey individual role.	Clearly describes the two elements - what was done and how it was done. Includes specific details like software used, timeframe and obstacles encountered, Uses “I” language to convey what individual role was if a team was involved. Highlights how the competency was developed during the high impact practice.	
Result	Result or outcome is not included at all.	Summarizes the experience but doesn't clearly include the outcome.	Approaches the outcome but doesn't present enough supporting details to convince one of the result. Reflects on only one element - either what was learned or how the competency played into the result.	Clearly describes the outcome of the action includes specific information (like numbers/percentages) to prove results such as grade on project, cost savings, recognition, accomplishments. Focuses on what was learned and summarizes how the career competency was instrumental in the accomplishment.	

APPENDIX I. INSTITUTIONAL CULTURE SURVEY

Respond to the following questions:

1. Is there an expectation on MSU's campus for students to participate in a high impact experience, like undergraduate research, education abroad, service learning, or internships?

YES NO

2. Rate the extent to which you believe there is an expectation on MSU's campus for students to participate in high impact experiences, like undergraduate research, education abroad, service learning, or internships.

1 = No expectation
2 = Little expectation
3 = Some expectation
4 = Moderately high expectation
5 = High expectation

Your response:

3. Is there an expectation on MSU's campus for students to have an opportunity to develop a career competency/skill, like oral communication, written communication, critical thinking, teamwork, or professionalism?

YES NO

4. Rate the extent to which there is an expectation on MSU's campus for students to have an opportunity to develop their career skills, like oral communication, written communication, critical thinking, teamwork, or professionalism.

1 = No expectation
2 = Little expectation
3 = Some expectation
4 = Moderately high expectation
5 = High expectation

Your response:

5. Is there an expectation on MSU's campus that the way students will develop a career skill, like oral communication, written communication, critical thinking, teamwork, or professionalism, is through participation in a high impact experience (e.g., undergraduate research, education abroad, service learning, or internships)?

YES NO

6. Rate the extent to which there is an expectation on MSU's campus for students to have an opportunity to develop their career skills, like oral communication, written communication, critical thinking, teamwork, or professionalism.

1 = No expectation
2 = Little expectation
3 = Some expectation
4 = Moderately high expectation
5 = High expectation

Your response:

7. Are students on campus expected to be able to articulate a strong example of how a career skills are developed and used during the high impact experience?

YES NO

8. Rate the extent to which there is an expectation that students on campus will be able to articulate a strong example of how a career skills are developed and used during the high impact experience?

1 = No expectation
2 = Little expectation
3 = Some expectation
4 = Moderately high expectation
5 = High expectation

Your response:



MOREHEAD STATE UNIVERSITY

Morehead State University is committed to providing equal educational opportunities to all persons regardless of race, color, national origin, age, religion, sex, sexual orientation, gender identity, gender expression, disabled veterans, recently separated veterans, other protected veterans, and armed forces service medal veterans, or disability in its educational programs, services, activities, employment policies, and admission of students to any program of study. In this regard the University conforms to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. This includes: Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Orders 11246 and 11375, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, Sections 503 and 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and Kentucky Revised Statutes 207.130 to 207.240; Chapter 344 and other applicable statutes. Vocational educational programs at Morehead State University supported by federal funds include industrial education, vocational agriculture, business education, and the associate degree program in nursing. Any inquiries should be addressed to: Affirmative Action Officer, Morehead State University, 301 Howell-McDowell Administration Building, Morehead, KY 40351, 606-783-2097.