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MT ENGAGE: MTSU QUALITY ENHANCEMENT PLAN

**MIDDLE
TENNESSEE**
STATE UNIVERSITY

Middle Tennessee State University
MARCH 29–31, 2016 • SACSCOC ONSITE REAFFIRMATION VISIT

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MT Engage seeks to create a culture in which students become actively engaged in their learning.

Executive Summary

Middle Tennessee State University's (MTSU) Quality Enhancement Plan (QEP), MT Engage, seeks to create a culture in which students become actively engaged in their learning. MT Engage will build a campus climate in which faculty are encouraged and supported to teach with high-impact educational practices and create opportunities for students to reflect on and document their own learning.

Student engagement is a priority at MTSU. The University's mission statement stresses the importance of fostering "a student-centered environment conducive to lifelong learning, personal development, and success," and challenging students "through diverse teaching methods and media including educational technology, experiential learning, undergraduate and graduate research, and cocurricular and extracurricular activities." This emphasis is further supported by the University's 2015–2025 Academic Master Plan Strategic Direction 1, which aims to "promote engagement that supports learning, scholarship, and student success." The University's *Quest for Student Success*, a strategic planning document, also emphasizes the importance of pedagogies that enhance learning through hands-on learning and strategic use of technology that allows for more classroom interaction. Despite all this emphasis, MTSU scores on the National Survey of Student Engagement, results of student focus groups, and faculty surveys demonstrate a need for a renewed, deliberate, and sustained plan to address student engagement on our campus.

In order for students to become more engaged in their learning, faculty must first create opportunities for them to become physically and psychologically involved in productive learning activities. MT Engage will create a support network to help faculty integrate high-impact educational practices into their classroom

teaching and supplement student learning with relevant cocurricular activities. These high-impact practices, based on research by George Kuh (2008) and the Association for Colleges and Universities (AAC&U), include learning communities, problem-based learning, collaborative learning, project-based learning, and research, as well as cocurricular activities like attending cultural events, participating in Scholars Week, and community involvement. Faculty who choose to learn about and implement such practices can earn an MT Engage designation for their classes, and students can then seek out these engaging learning environments throughout their educational careers at MTSU.

In addition to creating opportunities for engagement, the second key piece of MT Engage is getting students to reflect on and think about their learning. Each MT Engage-designated course will require students to complete at least one assignment that fosters integrative thinking and reflection. This metacognitive process will result in students demonstrating their ability to make connections across multiple contexts and educational experiences and developing a sense of themselves as learners. Examples of this work will be collected in personalized ePortfolios, which will become showcases for students' integration of the knowledge, skills, and abilities gained during their time at MTSU. [MTSU](#)



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II. Process Used to Develop the QEP

Process

MT Engage developed through an inclusive, comprehensive approach that obtained input from faculty, administrators, and staff, as well as students, alumni, and community members. The process began in 2014 with input from the QEP Topic Selection Committee after a review of assessment data, University resources, and the current initiatives within the University. The committee reviewed existing data and conducted focus groups comprised of students to target the areas with the highest perceived need. The Topic Selection Committee combined the gathered data with information obtained through the literature review and committee members to propose six possible QEP topics to the MTSU community.

The six proposed topics were disseminated for review by the campus community through surveys and invitations to submit feedback using a feedback form on the MTSU QEP webpage (<http://www.mtsu.edu/QEP/contact.php>). After reviewing data collected from these various sources, two ideas proved to be supported equally, and it was suggested that the committee combine the best parts of both initiatives into one. The concept for MT Engage, a program that would encourage academic engagement within freshman, sophomore, and upper-division courses and in which students would develop integrative and reflective thinking using an ePortfolio to reflect on their learning and experiences, was then presented to the University president.

Upon acceptance of the concept from the President's Cabinet, a second committee, the QEP Development Committee, was formed to work toward building the MT Engage program. The QEP Development Committee included teams dedicated to developing student-learning outcomes and goals and assessment; conducting research including literature reviews; resource allocation planning; faculty training and development; program components; and marketing. The QEP Development Committee gathered further input from students, faculty, staff, and community leaders through multiple surveys, small focus group meetings, and open forum informational sessions. The feedback and gathered data was then incorporated into the formulation of the program.

Topic Selection Process

QEP Topic Selection Committee

QEP development began in Fall 2013 with the appointment by Dr. Brad Bartel, University Provost, of Dr. Dianna Rust, Associate Professor, University Studies, as chair of the QEP Committee.

The Topic Selection Committee was comprised of fourteen members, including the Dean of the College of Basic and Applied Sciences, the President of the Faculty Senate, the Chair of the Chairs Council, faculty representatives from each college, a Student Government representative,

PROCESS OVERVIEW

Institutional Background

Middle Tennessee State University is the oldest and largest institution in the Tennessee Board of Regents (TBR) system. On September 11, 1911, Middle Tennessee State Normal School opened as one of three teacher preparatory schools in the state of Tennessee. Today, MTSU is a Carnegie Doctoral Research Intensive University that occupies more than 1,000 acres in Rutherford County including a 500-acre main campus, an agricultural complex, an aerospace facility at the Murfreesboro Airport, and the Miller Horse Science Center. Enrollment for Fall 2014 and Spring 2015 was 22,729 (undergraduate and graduate headcount) and 21,283 students respectively as of the census date (14th day of class). The University offered 143 undergraduate programs, 78 master's degree programs, 12 doctoral degree programs, and 13 graduate certificate programs in academic year 2014–2015 per the Academic Program Inventory.

and two ex-officio members representing the Provost's Office and the Office of Institutional Effectiveness, Planning, and Research (IEPR).

In January 2014, the QEP Topic Selection committee began the selection process as charged by Faye Johnson, University Provost Office and SACSCOC liaison, that members should present a recommendation for the Quality Enhancement Plan topic. Based on SACSCOC guidelines, the following points regarding QEP topic selection were highlighted:

- Focus on improving student learning
- Be consistent with the University's mission and goals
- Enhance the *Quest for Student Success* (see below for a description)
- Complement the MTSU Academic Master Plan

The committee, which met bi-monthly, conducted the selection process in four parts: (1) analytical review of University planning resources; (2) research and data review; (3) data-based topic proposals presented through campus surveys; and (4) topic proposal submission and selection.

1) Review of University Planning Resources

The Topic Selection Committee reviewed the University's mission and goals, Academic Master Plan, and *Quest for Student Success* to ensure that the topic selection showed cohesiveness with other institutional planning efforts.

Academic Master Plan

The Academic Master Plan (AMP) centers around three primary goals:

- I. Advance academic quality through excellence in teaching, scholarship, and service, and the celebration of MTSU's strengths;
- II. Promote student success and individual responsibility for accomplishments through a community dedicated to student-centered learning; and
- III. Develop purposeful and sustainable partnering relationships and outreach.

TOPIC SELECTION COMMITTEE MEMBERS

Carol Boraiko

Associate Professor, Engineering Technology

Scott Boyd

Professor, Theatre and Dance

Michelle Boyer-Pennington

Professor, Psychology

Bud Fischer

Dean, Basic and Applied Sciences

Jeff Gibson

Chair, Theatre and Dance

Terry Goodin

Assistant Professor, Womack Educational Leadership

Tim Graeff

Professor, Management and Marketing

Ronda Henderson

Associate Professor, Business Communication and Entrepreneurship

Neyland Hopkins

Student Government Association (SGA) Representative

Marva Lucas

Professor and Chair, University Studies

Sheila Otto

Associate Professor, English

Dianna Rust

*Associate Professor, University Studies;
QEP Committee Chair*

Rebecca Smith

Chair, Social Work

Jason Vance

Assistant Professor, Walker Library

Ex-officio members representing the Office of the Provost

Chris Brewer

Assistant Vice Provost for Institutional Effectiveness, Planning, and Research

Faye Johnson

Assistant to University Provost for Special Initiatives and SACSCOC liaison

Quest for Student Success

The *Quest for Student Success* proposes three goals to enhance the goals set forth by the AMP:

- 1) Middle Tennessee State University will recruit students who value student success and have the potential to achieve in a student-centered culture.
- 2) Middle Tennessee State University will enhance the academic experience of students to better ensure their success.
- 3) Middle Tennessee State University will facilitate student success through innovation and the use of data-informed best practices.

As part of this initiative, courses were redesigned to intentionally create pedagogies that enhance learning through “hands-on” activities and the appropriate use of technology to allow more classroom interaction.

2) Research and Data Review

The Topic Selection Committee utilized several resources, combining institutional data with information gathered through focus groups, campus input including website feedback and topic suggestions, and discussions with members’ departments to determine the best proposals to submit to the University community for review.

MTSU’s NSSE scores were statistically lower in Active and Collaborative Learning (ACL) (3.1% below), Enriching Educational Experiences (EEE) (5.1% below), and Supportive Campus Environment (5.1% below).

Institutional Data

Institutional data informed the selection of a topic to increase academic engagement throughout the curriculum, particularly infusing these strategies into the lower-division coursework. Additionally, institutional data confirmed the need for programming to enhance students’ ability to use integrative thinking and reflection to demonstrate the ability to make connections across multiple academic contexts and educational experiences. Data resulted from both direct and indirect measures including survey data, general-education assessments, and student-retention data. Data available to the Topic Selection Committee in Spring 2014 is summarized below.

Committee members reviewed institutional data provided by the IEPR Office to determine areas of needed improvement. These sources included the National Survey of Student Engagement (NSSE), the General Education Learning Outcomes Assessment, and the Student Retention Survey Project.

The NSSE, which looks at a sampling of freshmen and seniors to determine their opinions on their educational experiences, was the first indicator that students at MTSU were not engaged academically. In 2011, although MTSU did see a sharp increase in students’ overall satisfaction, three notable areas of deficiency stood out as in need of improvement. MTSU’s scores were statistically lower in Active and Collaborative Learning (ACL) (3.1% below), Enriching Educational Experiences (EEE) (5.1% below), and Supportive Campus Environment (5.1% below). The survey results also showed a significant decline in face-to-face interaction between students and faculty. Specifically, the report showed a lower level of student engagement, as determined by scores, in eight categories: (1) writing effectively; (2) speaking effectively; (3) thinking critically; (4) analyzing quantitative problems; (5) working effectively with others; (6) understanding people of other racial backgrounds; (7) solving real-world problems; and (8) developing a personal code of ethics.



Updated NSSE Data from Spring 2014

With the latest rounds of survey results, NSSE revised and refined its reporting measures. The Engagement Indicators and High-Impact Practice reports replaced the traditional NSSE Benchmarks used above to summarize and to compare key dimensions of student engagement. **In Spring 2014, MTSU seniors' scores differed significantly from the national average in three areas: seniors' means were significantly lower for (1) Reflective and Integrative Learning (AC); (2) Collaborative Learning (LWP); and (3) Supportive Environment (CE).** In contrast, MTSU's score was significantly higher than its NSSE Peer (Group 1) in the area of Effective Teaching Practices. This data also supports the QEP topic and student-learning outcome that was selected.

Data gathered through the General Education Learning Outcomes Assessment AY 2012–2013 showed a consistent need for improvement in students' data gathering and synthesizing for both oral and written communication. Overall, a higher percentage of students performed unsatisfactorily in written than oral communication. In the area of mathematics, the largest declines were in applying mathematical concepts to real-world problems and making connections between mathematics and other disciplines. These general-education outcomes indicated the need to improve communication skills as well as integrative/reflective thinking.

The Student Retention Survey looked at reenrollment gaps and retention using student surveys administered over two semesters to determine factors influencing students' decisions to reenroll and to uncover possible strategies to improve student retention. Underclassmen were influenced by their sense of "fitting-in." The Topic Selection Committee noted lack of engagement as one factor that negatively influences the feeling of belonging. Current retention data was also reviewed. The overall retention rate for Fall 2012 at MTSU was 79%: 68% for first-time freshmen; 64% for continuing freshmen; 78% for sophomores; 82% for juniors; and 85% for seniors. Based on the 2007 cohort, MTSU's overall graduation rate was 46%. Updated retention data is provided below for the Fall 2013 first-time freshman cohort.

Table 1

FRESHMAN STUDENT RETENTION

Cohort Year 2013

First-time Freshmen, Full Time and Part Time

Status	Fall 2013		Fall 2014		Fall 2015	
	Count	%	Count	%	Count	%
Dropped	0	0	726	22.8	1014	31.9
Enrolled	3179	100	2231	70.2	1907	60
Transferred	0	0	222	7	258	8.1
TOTAL	3179	100	3179	100	3179	100

A comprehensive list of reviewed data can be reviewed at www.mtsu.edu/sacs/docs/InformationResourcesQEP2014.pdf.

Focus Groups

Employer Satisfaction Focus Groups

A 2012–2013 Employer Satisfaction Focus Group report prepared by committee member Dr. Tim Graeff, Professor of Marketing, summarized the results of six focus group sessions conducted with employers. The participants, representing six colleges, were asked to identify skills and traits needed by college students to achieve success in their prospective fields; they were also asked to evaluate MTSU graduates' skills. The three most desired traits of a college graduate were work ethic, oral communication skills, and motivation. MTSU students were viewed as acceptable on these three traits, but room for improvement in these areas was noted. MTSU graduates were viewed somewhat negatively on problem solving and decision making. Many of the employers stated that more learning time should be spent on practice and less time on theory. **Suggestions for improving academic programs included: (1) incorporate more real-world experience, (2) give students real-world experiences as soon as possible, (3) increase connections between industry and the classroom, and (4) incorporate more situational learning into the classroom. These suggestions from employers informed the MT Engage goal of fostering a culture of engaged learning and the learning outcome of integrative thinking.**

Student Focus Groups

Four focus group sessions divided into upper- and lower-classmen sessions were held to gather students' perceptions of their academic experiences at MTSU. Students were asked questions designed to make them think about the positive and negative aspects of their college experiences. Student responses indicated an interest in reforming general-education classes through real-world application and greater involvement on the part of students in class, as well as understanding how courses relate to each other. Students mentioned that getting to know fellow students can help with academic learning experiences, and they recommended more linked (paired) classes so that they could form more bonds

with fellow students. A common theme across all groups was that of the future: the academic experiences that are most important and valuable are those that allow students to see how their experiences at MTSU will benefit them in the future. Students want to see the relevance of their educational experiences on their futures. They also indicated that they need help with academic advising, career advising, networking/connecting, problem solving, and career/professional readiness. These student focus group results also informed discussions that led to the selection of the topic and the MT Engage student-learning outcome of integrative thinking and reflection. Some selected findings from the student focus groups are listed below.

- Students like learning how a great variety of topics are related.
- They want to know how what they are learning in one class relates to what they are learning in other classes.
- Students mentioned that getting to know fellow students can help with academic learning experiences (e.g., forming support groups, teaching others helps to reinforce material). They would like to get to know their fellow students in and out of the classroom.
- More applied skills—students want to learn how the material in their classes can and will be applied in practice.
- More relevant courses—students want to see how the material that they are learning will be used in the real world.
- Students benefit greatly from seeing the real-world application of what they are learning in the classroom—integrating real-life situations into their classes helps learning.

Campus Input

Request for Topic Ideas

The Topic Selection Committee established a webpage to provide the University community with information about the QEP process as part of the University's SACSCOC reaffirmation of accreditation. The page included a feedback

form where the University and external community were encouraged to submit topic ideas for consideration. Topic ideas submitted through this avenue were then provided to committee members for review.

Brainstorming Sessions

Each committee member was asked to participate in a brainstorming session after all data was reviewed to narrow areas of need (http://mtsu.edu/QEP/docs/Brainstorming_Notes.pdf).

Members were asked four questions:

1. What kind of knowledge and skills are important to the future success of MTSU students?
2. Based on data, what kinds of knowledge and skills do MTSU students need to improve?
3. Based on data, are there student population groups the QEP should target?
4. What types of experiences could most enhance learning at MTSU?

3) Data-Based Topic Proposals

After thorough review of the compiled data, feedback from the QEP website, input from faculty constituents, and the noted areas of need indicated in the brainstorming meeting, the QEP Topic Selection Committee identified the six best areas for an enhancement program.

See Fig. 1 on the next page for topics and descriptions.

Campus Surveys

As part of the ongoing effort to have broad-based institutional involvement, once the proposed ideas were narrowed to six, surveys were conducted across campus which included all current students, faculty, administration, staff, and select community partners.

Students, faculty, administration, and staff were sent an email invitation from President Sidney A. McPhee to take a survey providing them with a brief synopsis of each possible topic area and a general idea of what types of components each could include. Participants were asked to

(a) rank the programs by their liking, (b) choose one, and (c) provide comments or further ideas.

The student survey had a response rate of almost 7%, with more than 1500 students completing the survey. The Committee identified students' top three choices as Connecting College to Career, Linking Classes, and Expanding EXL; 32% thought that Connecting College to Career was the program they would most like to see implemented.

The response rate from faculty, staff, administrators, and community members was 20.5% (n = 548 responses). The top three choices were First-Generation Freshman Experience, Connecting College to Career, and Expanding EXL. Expanding EXL, however, also had the most "disagree" responses of these three. When responses were reduced to only those made by faculty, 21% thought that First-Generation Freshman Experience was the program they would most like to see implemented, followed by Connecting College to Career (19%), and Academic Engagement in General Education (18%).

The open-ended question, "Are there any other programs or areas you think should be considered?" garnered more than 117 responses from faculty and staff and 324 from students.

4) Topic Proposal Submission and Selection

Using the survey data, the committee narrowed selections to two topics: Academic Engagement in General Education and Connecting College to Career. From the reduced list, a subgroup of the committee met to provide more detail on each topic and also combined two popular ideas into the topic of Engagement for Academic and Professional Success (working title). Committee members were then asked to provide strengths and weaknesses for the remaining concepts (<http://mtsu.edu/QEP/stengths.php>). At its final meeting, Topic Selection Committee members ranked the remaining proposals, and Engagement for Academic and Professional Success (working title) was selected as the top choice, followed by Academic Engagement in General Education.

Fig. 1 Data-Based Topic Proposals

Expand the Experiential Learning Program (EXL) to Freshman- and Sophomore-Level Classes	Current EXL classes are primarily offered in the junior/senior year. This program would increase the number of general-education and introduction courses that incorporate experiential learning. EXL courses can include service learning, internships, labs, applied experience, creative activity, and education abroad. Students can begin documenting experiences through an ePortfolio in the freshman/sophomore years.
Linked Classes	Faculty pairs or groups would develop classes that are linked by common content. For example, students could take part in coursework in general-education and introduction courses in their disciplines that are focused on similar subject matter. The focus could be on career exploration/readiness, globalization, service learning, and solving current problems, among others.
Connecting College Learning Experiences to Career	An emphasis would be placed on linking what happens in the classroom to the student's future career. For example some general-education courses could be redesigned for greater career focus (e.g., ENGL 1010/1020 for business majors). Also, UNIV 1010 (University Seminar) and UNIV 2020 (Successful Transitions) could be redesigned to be themed for meta majors (sciences, liberal arts, business, etc.) and to have a greater career focus.
Academic Engagement in General Education	This program would focus on developing courses for high engagement both in and out of the classroom. Faculty would receive assistance developing courses with high engagement practices (e.g., collaborative learning, problem-based learning, hands-on, etc.) in the classroom. As part of the course, students would participate in cocurricular activities (e.g., academic clubs, campus presentations, events) that tie into the content matter.
Passport to Learning and Engagement	This program would be designed to engage students in and out of the classroom. Freshman and sophomore students would be issued a passport that would be stamped at various academically enriching activities (such as campus presentations, workshops, events, and advising sessions) across campus. UNIV 1010 and general-education courses could include assignments that require students to participate and reflect on passport experiences.
First-Generation Freshman Experience	This program would focus on equipping first-generation freshmen for academic success. Students would enroll in UNIV 1010 and also engage in outside-of-class experiences and receive services specifically for first-generation students, including tutoring, coaching, scholarship assistance, etc. Other programming could be targeted to the parents of first-generation students.

The final topic proposal for Engagement for Academic and Professional Success (working title) was presented to, and subsequently supported by President Sidney A. McPhee and Provost Brad Bartel in August 2014, and it was unanimously accepted as the Quality Enhancement Plan by the President's Cabinet on September 29, 2014. The working title was officially changed to MT Engage before it was announced on campus in Fall 2014. The name MT Engage and the slogan, "Engage Academically, Learn Exponentially, Showcase Yourself," were developed by MTSU students in an advertising/public relations campaigns class under the instruction of Dr. Tricia Farwell. The class took on the QEP Topic Selection Committee as its "client" and worked to name the QEP, create the slogan, host a logo contest, and promote the kick-off event.

MT Engage incorporates the ideas presented in the originally proposed topics of Academic Engagement in General Education and Connecting College to Career. It focuses on academic engagement beginning with freshman and sophomore courses and how students can better understand and integrate their learning through reflection; thus, they are better prepared to apply and communicate their knowledge, skills, and abilities. Successful reflection facilitates self-awareness as well as personal and professional growth. Additional detail is provided in Section VII. Actions to Be Implemented.

MT Engage: Engage Academically, Learn Exponentially, Showcase Yourself

The MT Engage QEP is focused on enhancing student academic engagement. This will be accomplished by:

1. Incorporating **high-impact pedagogies** within the course and through beyond-the-classroom **engagement activities/strategies**.
2. Challenging students to use **integrative thinking and reflection** across multiple contexts and educational experiences. Students will develop an **ePortfolio** which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.



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Students in the Fall 2014 and Spring 2015 Advertising Campaigns (ADV 4170) Class

Evan Butler	Acoya Gibbons
Laura Moore	Diana Rosales
Andrea Cano	Chad Jones
Morgan Mosley	Jack Saupe
Dominique Fields	Taylor Liebhart
Grace Mueller	Taylor Sloan
David Frost	Calvin McKinney
Sonia Torres Reyes	Courtney Webb

MTSU students in an advertising/public relations campaigns class . . . took on the QEP Topic Selection Committee as its "client" and worked to name the QEP, create the slogan, host a logo contest, and promote the kick-off event.

QEP Plan Development Process

Development Committee

With the approval of the selected topic, work began to build the five-year plan for the program. This necessitated the expansion of the original Topic Selection Committee to include additional members from a more diverse cross-section of departments. All division vice presidents were asked to nominate or approve their division representatives. The newly formed Development Committee began meeting in September 2014 and included representation from each division, college, and many academic departments (22), as well as students and the community. A total of 64 members served on the Development Committee. Additionally, there were two advertising classes involved in the development of the plan during Fall 2014 and Spring 2015. Committee members were divided into four subcommittees: (1) Resources; (2) Research; (3) Action Steps; and (4) Student-Learning Outcomes and Assessment. The subcommittees met regularly and reported progress to the full committee at the end of each semester. Minutes were posted on the QEP website under the Topic Development section (www.mtsu.edu/QEP/). The subcommittee members are as follows:



RESOURCES SUBCOMMITTEE MEMBERS

Dianna Rust, Chair

Associate Professor, University Studies

Barbara Draude, Vice Chair

Assistant Vice President, Information Technology

Scott Boyd

Professor, Theatre and Dance

Janis Brickey

Associate Professor, Interior Design

Wynnifred Counts

Student-Athlete Enhancement Center

Bene Cox

Margaret H. Ordoubadian University Writing Center; Professor, English

Kathy Crisp

Assistant Vice President of Administrative and Business Services, Division of Business and Finance

Kaylene Gebert

Professor, Communication Studies and Organizational Communication

David Gotcher

Associate Dean, University College

Danny Kelley

Assistant Vice President for Student Affairs

Meredith Kerr

Development Director, College of Liberal Arts

Marva Lucas

Professor and Chair, University Studies

Patti Miller

Associate Vice President, Campus Planning

Jan Quarles

Professor, School of Journalism

Lisa Rogers

Assistant Vice President, Enterprise Resource Planning Systems

Rebecca Smith

Professor and Chair, Social Work

Kippy Todd

Development Director, College of Mass Communication

Student Representatives

Neyland Hopkins

Todd Bene

Virginia Gadd

RESEARCH SUBCOMMITTEE MEMBERS

Jason Vance, Chair

Associate Professor, Walker Library

Nancy McCormick, Vice-Chair

Associate Professor, Mathematical Sciences

Carol Boraiko

Associate Professor, Engineering Technology

Dusty Doddridge

*Assistant Director for Employer Relations;
Career Development Center*

Lynda Duke (replaced by Amy Burks)

Manager, Digital Media Studio

Tricia Farwell

*Associate Professor, School of Journalism; Faculty
Senate President-Elect*

Ronda Henderson

*Associate Professor, Business Communication
and Entrepreneurship*

Cheryl Hitchcock

Associate Professor, Early Childhood Education

Ron Kates

Professor, English

Andrew Owusu

*Associate Professor, Health and Human
Performance*

Sharon Whiteside

Assistant Professor, Nursing

ACTION STEPS SUBCOMMITTEE MEMBERS

Lara Daniel, Chair

Assistant Dean for Assessment, Jones College of Business

Rebecca Foote, Vice-Chair

Instructional Coordinator, Accounting

Marketing

Jimmy Hart, Chair

Director, News and Media Relations

Tyler Henson

*Assistant Director,
Scheduling Center*

Lucy Langworthy

*Advising Manager,
College of Liberal Arts*

Faculty Development

Tom Brinthaup, Chair

*Director of Faculty Development, LT&ITC;
Professor, Psychology*

Sharon Coleman

Professor, Human Sciences

Bud Fischer

*Dean, Basic and
Applied Sciences*

Jeff Gibson

Chair, Theatre and Dance

Scholar's Plan

Terri Tharp, Chair

Assistant Professor, Elementary and Special Education

Paula Calahan

*Academic Advisor,
Jones College of Business*

Mary Farone

Professor, Biology

Scott Handy

*Interim Associate Dean,
College of Graduate Studies*

Jeanna Kinnebrew

*Graduate Student
Representative*

Mary Esther Reed

Community Member

Cole Fullerton,

Student Representative

Robert Kalwinsky

*Professor, Electronic Media
Communication*

Sharon Smith

*Chair, Communication
Studies and Organizational
Communication*

Jamie Morgan

*Executive Secretary, College
of Education*

Gina Poff

*Director, New Student and
Family Programs*

Rick Sluder

*Vice Provost for Student
Success*

Brandon Lewis

SGA Representative



STUDENT-LEARNING OUTCOMES AND ASSESSMENT SUBCOMMITTEE MEMBERS

Michelle Boyer-Pennington, Chair

Professor, Psychology

Carol Swayze, Vice-Chair

EXL Director

Chris Brewer

Assistant Vice Provost for IEPR

Terry Goodin

Assistant Professor, Womack Educational Leadership

Tim Graeff

Professor, Management and Marketing

Michael Hein

Associate Director of COHRE; Professor, Psychology

Tina Johnson

Director, Women's and Gender Studies; Professor, English; Interim Vice Provost for Academic Affairs

Kari Neely

Assistant Professor, Foreign Languages and Literatures

Sheila Otto

Associate Professor, English; Director, General Education; Director of Teaching Excellence, LT&ITC

Dwight Brooks (replaced by Greg Pitts)

former Director, School of Journalism

Kallie Revels

Graduate Student Representative

Martha Weller

Professor, Physics

MT Engage Logo and Slogan Development

The Development Committee enlisted members of Dr. Tricia Farwell's Advertising Campaigns (ADV 4170) class to dedicate their Fall 2014 semester to planning the QEP launch event and developing a coordinating marketing plan. The class was presented the concept and the charge of planning a launch event to announce the QEP topic to the University community. While working on the project, class members expressed concern that the working QEP program title, Engagement for Academic and Professional Success, would not be appealing to students. After considering alternate ideas, the name MT Engage was adopted. The class also proposed the slogan "Engage Academically. Learn Exponentially. Showcase Yourself" which encompassed the primary components and goals of the program. The slogan was also accepted. Once the name and slogan were established, a logo design contest was conducted which was open to all MTSU students. Sixteen entries were narrowed to three by the four MT Engage subcommittee chairs, and the top three logo entries were announced to the University community. Voting was opened to the public at the launch event held on November 6, 2014. After his opening remarks calling MT Engage "the single most important initiative" on campus, President McPhee cast the first ballot in the logo competition. Justin Johnson, a junior Computer Information Systems major, won the competition (receiving 60% of the 273 votes), and the logo design became official. This outdoor launch event offered students and employees the opportunity to hear the official announcement of MT Engage as the QEP and to learn more about what the program would offer.



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Showcase Yourself.

Information Dissemination and Gathering

During the development phase, efforts were made to educate the MTSU community about the MT Engage program and to solicit input and feedback from all constituents. To solicit input during the development of the QEP several strategies were taken: (1) additional surveys were administered to students and faculty; (2) focus group sessions were held with students and community members; (3) town hall meetings were held; and (4) numerous updates were given at campus meetings.

1) Student and Faculty Surveys

A survey sent to students in December 2014 asked respondents to answer questions about their inclination to participate in MT Engage-designated courses. Of the 1180 responses, 51% stated that they would enroll, 14% said no, and 35% did not have enough information to make a determination. Of those who responded no, graduating before the program begins, relevancy, and time constraints were the leading deterring factors. Also, 59% of respondents were interested in creating an ePortfolio as part of their coursework, 29% said no, and 11% said they did not know. The majority of negative responses were due to the lack of perceived value and the extra work involved in creating an ePortfolio.

All faculty, full time and part time, were sent by email a copy of the working draft concept paper outlining MT Engage and asked to participate in a survey to gauge interest in the program; 183 responses were recorded representing 40 departments. When asked if they thought that MT Engage would significantly impact student learning, only 2.9% responded that it would not; 92% indicated they either were willing to or already currently incorporating high-engagement activities into their coursework; and 85% indicated they were either willing to or already currently incorporating reflection activities or assignments

The launch event and voting on the top three logo entries was held on November 6, 2014.



into their coursework. Finally, 45% indicated they could see themselves adding an ePortfolio to either their general-education courses or courses for their majors.

2) Student and Community Focus Groups

Focus group sessions were held in Spring 2015 to determine the receptiveness of students and community members/alumni to the MT Engage program, as well as to gather implementation ideas and suggestions from the participants. Overall, all groups were very supportive of the MT Engage program. The community/alumni participants were unanimous that academic engagement was very beneficial to students and that students should have these experiences (e.g., hands-on learning, cooperative learning, job shadowing, community service, interaction in the classroom, experiments, applied learning, etc.) in the classroom as early as possible. They also indicated that reflection was an important part of students' learning and a helpful skill. Some suggestions were related to items that should be included in a student's ePortfolio, and others were related to inviting alumni and potential employers to participate in judging students' ePortfolios.

The student focus group indicated strong support for the MT Engage program as well. The students responded that being engaged in their learning helped them retain the information they learned. They conceptualized academic engagement as interacting with peers, sharing ideas, assigning

meaningfulness, seeing connections, applying content to life or career, professors incorporating what students should learn, internships, working in teams, working on group projects, and professors explaining the purpose and relevance of content. They also indicated that reflection was an important part of learning but that they needed the faculty's help to do this well. Suggestions were related to connecting MT Engage with the Career Development Center (e.g., holding an intern/volunteer or job fair for MT Engage students), involving veterans, and educating faculty so that they can explain to students why MT Engage is important.

3) Town Hall Meetings

Faculty, staff, and administration were invited to attend one of four town hall meetings held in March, April, and November 2015 to inform them about the significance of MT Engage, why it was chosen as the QEP, and the problems it addresses. The QEP subcommittee chairs also presented the working program components, student-learning outcomes and program goals, and timeline for the developing five-year plan. Attendees were given a FAQ sheet to review during the presentation, which was followed by a question-and-answer session to address concerns and hear ideas and recommendations. Information about the Spring 2015 meetings including a recap of participants' questions and comments can be found at www.mtsu.edu/QEP/open_forum.php.



Faculty, staff, and administration were invited to attend one of four town hall meetings held in March, April, and November 2015.

4) Updates Given at Meetings

The General Education Committee, the Faculty Senate, the Deans and Chairs Councils and the Student Government Association were routinely updated on the progress of MT Engage. The Student Government Association passed a resolution (SGA Bill 3-15-S) supporting MT Engage May 11, 2015. Over 75 meetings were attended by the QEP Chair and Subcommittee Chairs from April 2013 to February 2015 to inform the campus community and to solicit input regarding MT Engage. (See www.mtsu.edu/QEPsessions.php for a listing of meetings.)

QEP DEVELOPMENT TIMELINE



Fig. 2

QEP Planning Begins	Fall 2013
Dr. Dianna Rust Selected as Chair	
Nov.–Dec.: Topic Selection Committee Selection Process	
Feb. 7: First Meeting and Charge of Topic Selection Committee	
Ongoing: Topic Selection Committee Meetings	
Ongoing: Information Sharing with Departments and University Groups	
Feb.: Student Focus Group Data Gathering Sessions	
March 5: Topic Selection Committee Brainstorming Session	
March 13: QEP Webpage Established	Spring 2014
March 18: QEP Preparation Announcement and Call for Proposals by Dr. Sidney A. McPhee	
March 20: Six Proposed Topics Determined	
March 28: Request for Information Survey Sent to Faculty/Staff and Administration	
March 28: Request for Information Survey Sent to Student Body	
April 16: Proposed Topics Narrowed to Four	
April 23: Small Group Meetings for Topic Discussion	
April 30: Proposed Topics Narrowed to Two: MT Engage as Top Choice	
MT Engage Supported by Provost and President	Summer 2014
MT Engage Concept Presented to Faculty Senate and Chairs Retreat	
July–Aug.: QEP Development Committee Selection Process	
Aug. 18: Final Topic Selection Committee Meeting	
Aug. 26: Meeting with Advertising Campaigns Class	
Sept. 4: First Meeting and Charge of QEP Development Committee	
Sept. 9: QEP Development Subcommittee Chairs and Members Assigned	
Sept. 29: MT Engage Accepted by President's Cabinet	Fall 2014
Oct.–Nov.: Logo Contest	
Nov. 6: MT Engage Launch Event	
Nov. 17: Department Chair Survey on MT Engage and ePortfolios	
Dec. 14: Student Survey on MT Engage Interest and Participation	
Ongoing: QEP Subcommittee Meetings As Needed (Definitions, Student Learning Outcomes and Goals Determined)	
Ongoing: Information Sharing with Departments and University Groups	
Jan. 29: Meeting with Advertising Campaigns Class	
Feb. 1: Faculty Survey on MT Engage Interest and Participation	
March 19: Community Focus Group Data Gathering Session	
March 24: Town Hall Meeting	
March 30: Student Focus Group Data Gathering Sessions	
April 1: Town Hall Meeting	Spring 2015
April 1: Draft QEP Budget to Provost	
April 7: Community Focus Group Data Gathering Session	
April 13: Student Focus Group Data Gathering Sessions	
April 27: QEP Development Committee Meeting Reviewed Subcommittee Progress	
May 11: SGA Resolution Passes	
May 27: Meeting with SACSCOC Liaison	
Ongoing: QEP Subcommittee Meetings As Needed (Assessment Plan, Action Steps, Budget Drafted)	
Ongoing: Information Sharing with Departments and University Groups	
Ongoing: Student Learning Outcomes Revision	Summer 2015
Sept. 16: Pilot Faculty Interest Informational Session	
Sept. 30: Lead Evaluator Confirmed	
Oct. 7: QEP Development Committee Meeting	
Oct. 8: Pilot Faculty Interest Informational Session	
Oct. 9: MT Engage Webpage Established	
November: Faculty Awareness Contest	Fall 2015
Nov. 10: Town Hall Meeting	
Nov. 18: Town Hall Meeting	
Nov.–Dec.: Student Awareness Contest	
Dec. 1: BrightSpace/D2L ePortfolio Tool Selected	
Dec. 4: Draft QEP Document to Campus Body	
Ongoing: Information Sharing with Departments and University Groups	
Ongoing: QEP Subcommittee Meetings as Needed	

Topic Overview

The QEP committee has selected a topic and developed a plan that (1) is aligned with MTSU's mission and strategic initiatives, (2) focuses on improving students' integrative thinking and reflection, (3) builds on the strengths of the University, and (4) meets challenges identified during the review of data and discussions with constituents.



MT Engage: Engage Academically, Learn Exponentially, Showcase Yourself

The MT Engage QEP is focused on enhancing student academic engagement. This will be accomplished by:

1. Incorporating **high-impact pedagogies** within the course and through beyond-the-classroom **engagement activities/strategies**.
 - High-Impact Pedagogies: learning communities, problem-based learning, collaborative learning, project-based learning, etc.
 - Beyond-the-Classroom examples: service-learning, research, cocurricular activities, attending related campus events, attending off-campus events, etc.
2. Challenging students to use **integrative thinking and reflection** across multiple contexts and educational experiences. Students will develop an **ePortfolio** which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.

1) Topic Alignment

The topic proposal which was selected supports MTSU's mission and aligns with the TBR's Strategic Plan for 2015–2025, MTSU's 2015–2025 Academic Master Plan (AMP), the *Quest for Student Success*, and the prior Quality Enhancement Plan as noted below.

MTSU Mission

MTSU's Mission states "the University generates, preserves, and disseminates knowledge and innovation, and uses scholarship to enhance teaching and public service," and includes a commitment to "preparing students to thrive in their chosen professions." Among other things, to fulfill its mission, MTSU "fosters a student-centered environment conducive to lifelong learning, personal development, and success," and "challenges students through diverse teaching methods and media including educational technology, experiential learning, undergraduate and graduate research, and cocurricular and extracurricular activities."

MT Engage also supports the University's student-learning outcomes that students will

- think logically, critically, and creatively;
- acquire a working knowledge of a discipline or a group of related disciplines; and
- demonstrate the effective and adaptive use of current and/or emerging technologies.

Tennessee Board of Regents' Strategic Plan

TBR's Strategic Plan for 2015–2025 "quality" indicator includes as a measure "enrollment in high-impact practices." MT Engage is focused on providing assistance to faculty who are interested in incorporating these practices into courses at all levels. In addition, the TBR's Strategic Plan "student success" indicator includes fostering student persistence to completion. This aligns with MT Engage's program goals to improve student retention, progression, and graduation.

MTSU's Academic Master Plan

The University's Academic Master Plan (AMP) *The Reach to Distinction* centers around three primary goals:

- "Advance academic quality through excellence in teaching, scholarship, and service;"
- "Promote student success and individual responsibility for accomplishments through a community dedicated to student-centered learning;" and
- "Develop purposeful and sustainable partnering relationships and outreach."

The University will focus on three strategic directions in pursuit of its goals. These include: (1) promote engagement; (2) foster academic community; and (3) innovate for effectiveness and efficiency. Each strategic direction includes a set of objectives that highlight MTSU's commitment to students' academic engagement. Below are excerpts taken from the AMP 2015–2025.

Strategic Direction 1: Promote engagement

Relevant objectives to promote engagement that supports learning, scholarship, and student success include:

- Implement aggressively the *Quest for Student Success*;
- Achieve the goals of MT Engage;
- Sharpen its focus on the internationalization of programs and partnerships;
- Create more interactive learning/living spaces across campus; and
- Facilitate collaborations among and between faculty, alumni, community, friends, and the business and nonprofit sectors.

Strategic Direction 2: Foster academic community

Relevant objectives to foster academic community include:

- Deepen commitment to access and diversity;
- Develop innovative, interdisciplinary undergraduate and graduate programs;
- Promote increased and sustained research, scholarship, and creative activity;
- Cultivate meaningful, reciprocal partnerships and public service programs;

- Invest in the professional development of faculty, students, and staff; and
- Recognize and celebrate achievement of excellence.

Strategic Direction 3: Innovate for effectiveness and efficiency

Relevant objectives to innovate for effectiveness and efficiency include:

- Encourage and support innovative programs and services; and
- Partner with business, industry, and nonprofit organizations to respond to their unique educational needs and the economic development of the region.

Quest for Student Success

The impetus for the *Quest for Student Success 2013–2016*, a comprehensive, strategic initiative designed to improve retention and completion rates, was a deliberate decision to address a challenging economic environment, dwindling annual budgets, and the Complete College Tennessee Act of 2010 by recommitting to the University's core value: student success. As part of the *Quest for Student Success* initiative, course redesigns with the intent of including pedagogies that enhance learning through "hands-on" learning and the appropriate use of technology to allow more classroom interaction were marked as targeted changes. MT Engage's core faculty professional development initiative to assist faculty in enhancing their existing courses using high-impact, engaging pedagogies supports the *Quest for Student Success* strategic initiative.

MT Engage and the Prior QEP

MT Engage also was informed by MTSU's prior QEP—Experiential Learning (EXL). After review of the current listing of EXL courses, it was noted that very few of the courses were offered at the lower-division level, creating a gap in the freshman and sophomore years during a time when students are at risk of leaving the University. MT Engage addresses this gap by initially focusing on freshman- and sophomore-level courses and students, including a sophomore ePortfolio product. MT Engage also expands the academic engagement strategies beyond EXL to include academic engagement practices that may be better suited to lower-division instruction.



As a member of this diverse community,
I am a valuable contributor to its progress and success.
I am engaged in the life of this community.
I am a recipient and a giver.
I am a listener and a speaker.
I am honest in word and deed.
I am committed to reason, not violence.
I am a learner now and forever.
I am a BLUE RAIDER.
I AM TRUE BLUE

**MIDDLE
TENNESSEE**

STATE UNIVERSITY

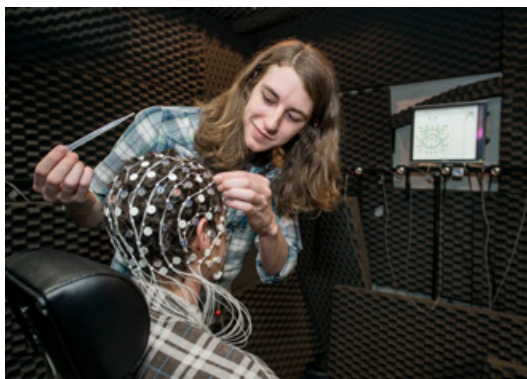
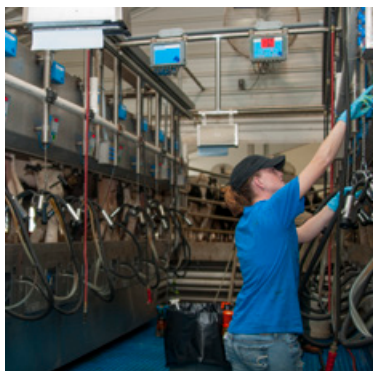
2) Focus on Integrative Thinking and Reflection

MT Engage focuses on the student-learning outcome of integrative thinking and reflection. Integrative thinking and reflection is vital to the improvement of student learning and the student environment at MTSU. *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes* states that “integrative learning (the ability to connect knowledge across fields, experiences, and levels) is a central characteristic of the intentional learner” (Leskes and Miller, 2006, p. 2). This focus on integrative thinking and reflection will have the potential to produce more intentional learners at MTSU. This is important because “intentional learners are prepared to thrive in a complex, interdependent, diverse, and constantly changing world. Ready to adapt to new environments and integrate knowledge from various sources, they will continue learning throughout their lives,” (p. 2).

The AAC&U/Carnegie Foundation for the Advancement of Teaching’s statement on integrative learning (2004) states that “the undergraduate experience can be a fragmented landscape of general-education courses, preparation for the major, co-curricular activities, and ‘the real world’ beyond the campus.” Furthermore, it states that opportunities for integrative learning on campuses “involve only small numbers of students or exist in isolation, disconnected from other parts of the curriculum and from other reform efforts. But a variety of opportunities to develop the capacity for integrative learning should be available to all students throughout their college years, and should be a cornerstone of a twenty-first century education.” MT Engage’s focus on integrative

thinking and reflection attempts to provide a comprehensive and continuous program which will provide a “variety of opportunities” for students to develop integrative and reflective thinking throughout their four years of study. The AAC&U also states that “students need programs of study that will help them understand the nature and advantages of integrative learning and assist them in pursuing their college experience in more intentionally connected ways.” The MT Engage Experiences initiative (discussed in Section VII. Actions to Be Implemented) will provide students with assistance in selecting experiences in alignment with the major they have chosen. In addition, AAC&U states that students “need courses designed by creative faculty that model and build integrative skills, and curricula that define pathways that encourage integrative learning within and across fields.” Through MT Engage’s Foundation Pathway, Major Pathway, and Faculty Development initiatives, students will benefit from redesigned courses and programs that focus on integrative learning. These initiatives are discussed in Section VII of this report.

The creation of an ePortfolio as part of MT Engage supports the student-learning outcome of integrative thinking and reflection. “E-portfolios—as both process and product—can promote deep learning and knowledge transfer by fostering the student’s ability to make connections between his or her learning experiences in a variety of classroom, workplace and community settings,” (Purposeful Pathways, 2006, p. 3). ePortfolio creation can advance students’ integrative thinking and reflection while also providing a way to assess their work.



3) Building on Strengths

MT Engage builds on strengths of existing a) high-impact practices, b) faculty and staff professional development, and c) technology support.

A. High-Impact Practices at MTSU

MTSU defines academic engagement as a student's active learning experiences demonstrated through quality of effort, physical and psychological involvement, and participation in productive learning activities. These productive learning activities might include high-impact activities outlined in the AAC&U's "High Impact Educational Practices" (Kuh, 2008). MTSU already has a firm foundation of high-impact educational practices. For the past two years, MTSU faculty have been involved in a course redesign project that focuses on incorporating high-impact engagement pedagogies. A descriptive sample of these localized activities is provided below.

First-Year Seminars

MTSU offers first-year seminars, such as University Seminar (UNIV 1010). This course is an elective course but is required of all students with undeclared majors. The course introduces students to college life, encourages them to engage in out-of-classroom experiences, and incorporates oncampus field trips to visit places such as the Campus Recreation Center and the Walker Library. For more information about UNIV 1010, see: <http://www.mtsu.edu/university-college/university-studies/univ-1010.php>.

Common Intellectual Experiences

MTSU also offers many common intellectual experiences through its community lectures, expert forums and panels, dramatic and musical performances, and art exhibits. One notable example is MTSU's Community Summer Reading Program. Created in 2002, this program aims to provide a unifying experience for the entering class of students, build partnerships with Murfreesboro community organizations, encourage intellectual interaction among students, provide students with the opportunity to read and personally interact with critically-acclaimed authors, and affirm the importance of reading for a successful and fulfilling life. More information on the Community Summer Reading Program can be found at <http://www.mtsu.edu/summerreading/>.

Learning Communities

MTSU offers two types of learning communities: Living-Learning Communities and Raider Learning Communities.

Living-Learning Communities (LLCs) are coordinated by the Office of Residence Life. These LLCs house students with common academic goals together in a residence hall. LLC student advisors serve as mentors to the groups and live onsite. Examples of LLCs include (1) Aerospace, (2) Diverse World/Diverse Arts, (3) First-Year Experience, (4) Give Me a Beat (Recording Industry), (5) Global Learning Community, (6) Honors, (7) Music, (8) Nursing, (9) Pre-Professional Programs, (10) True Blue, and (11) Women in Science and Engineering. More information can be found at <http://www.mtsu.edu/living-on-campus/living-learning.php>.

Raider Learning Communities (RLCs) are clusters of courses that are linked together and/or share a common cohort of students. Select general-education courses (e.g., English, Communication, Biology) have been paired to form these RLCs. Because each RLC is made up of the same students, students get to know their classmates more easily. This program is designed with first-year students in mind, but any student who needs general-education courses may participate. More information on the RLCs is available at <http://www.mtsu.edu/rlc/>.

Writing-Intensive Courses

MTSU offers a variety of writing-intensive courses. Although each major has its own unique writing-intensive courses, many students first encounter these in the second semester of their freshman year in the Research and Argumentative Writing course (ENGL 1020). MTSU students have access to the University Writing Center [<http://www.mtsu.edu/uwc/>] in the Walker Library to assist with writing at all levels.

Undergraduate Research

MTSU has a strong tradition of undergraduate research. The MTSU Undergraduate Research

Center [<http://www.mtsu.edu/urc/>] was created in 2004 to promote research at the undergraduate level and to provide University support for undergraduate students and the faculty members who mentor them in scholarly and creative activities. This includes providing information and financial support through grants. The Undergraduate Research Experience and Creative Activity (URECA) Committee offers competitive undergraduate research grants. Other MTSU-affiliated programs that involve undergraduate research on campus include the MTSU Honors College, Tennessee Space Grant, Geo-environmental Challenges REU, and First STEP. MTSU also celebrates undergraduate research each spring at its annual Scholars Week Celebration [<http://www.mtsu.edu/research/scholarsWeek/>].

Diversity/Global Learning/Education Abroad

MTSU's Office of International Affairs [<http://www.mtsu.edu/intered/>] aims to strengthen the global and international dimensions of teaching, learning, research, and service at MTSU. The office works to integrate international education into the curriculum and promote global awareness, knowledge, and proficiency across MTSU's campus. The office provides education abroad opportunities and support for international students and facilitates scholar exchange programs with international universities.

Service Learning/Community-Based Learning

MTSU's previous QEP project, Experiential Learning (EXL), has become institutionalized, and is now part of the campus culture. Experiential learning can best be described as "that learning process that takes place beyond the traditional classroom and that enhances the personal and intellectual growth of the student," (<http://www.mtsu.edu/exl/index.php>). The EXL program offers students a chance to apply classroom knowledge to real-world work environments through collaborative partnerships and projects. EXL students, staff, and faculty partner with local businesses and organizations to create rich and unique learning and teaching experiences.

Student Affairs offices facilitate additional beyond-the-classroom experiences for students through internship opportunities facilitated by the Career Center and as LLCs sponsored by the Office of Residence Life and a variety of experiences through the Center for Student Involvement and Leadership. An example is the annual service-learning event, Alternative Spring Break. The Alternative Spring Break program [<http://www.mtsu.edu/sos/breaks.php>] is one in which a select group of students participates in various volunteering roles in the community during Spring Break week. Each trip focuses on a different social issue, for example homelessness, hunger, the environment, etc. Activities vary from year to year.

Internships

Internship opportunities exist across campus with offerings in various academic departments. Although no centralized internship office coordinates these opportunities, the EXL office does list some internship courses that are eligible for EXL credit: <http://www.mtsu.edu/exl/internships.php>.

Capstone Courses and Projects

Capstone courses and projects vary by department and major. Some examples include (1) AERO 4340 (Aerospace Maintenance Management Capstone), (2) CIM 4910 (Concrete Industry Management Capstone), (3) EMC 4460 (New Media Capstone), (4) NURS 4590 (Capstone Clinical), (5) ORCO 4500 (Senior Capstone in Organizational Communication), and (6) PRST 4010 (Senior Capstone). These capstone courses provide opportunities for students to apply their cumulative knowledge and skills from their respective disciplines. Some of the classes require working with industry professionals, practicum experiences, consulting, and the creation of reflective electronic portfolios (ePortfolios).

Project-Based Learning

Examples of project-based learning exist across MTSU's campus, but the most notable

examples come from the Department of Engineering Technology [<http://www.mtsu.edu/et/>]. Students in this department get hands-on learning experiences by interacting with industry professionals on projects in construction management, engineering technology, environmental science and technology, and mechatronics engineering. Space robotics and solar-powered vehicles are examples of the department's project-based learning experiences.

Civic Engagement

MTSU's most visible catalyst of civic engagement is its participation in the American Democracy Project (ADP). The ADP's goal is to produce graduates who understand and are committed to engaging in meaningful actions as citizens in a democracy. By working with students and faculty, the ADP seeks to nurture programs inside and outside the classroom that raise the levels of the campus community's engagement with local, national, and global communities. MTSU has participated in this national initiative since ADP's founding in 2003.

Flipped Classrooms

Faculty in the Department of Mathematical Sciences have been early adopters of the "flipped classroom" model of teaching. This pedagogical model essentially "flips" the lecture and homework elements in a classroom. Students watch video lectures outside of class and spend class time applying the course material and working through any difficult issues or concepts. Faculty in other departments have also adopted the flipped classroom model and have sponsored a course redesign faculty group to flip classrooms in courses with high failure, drop, and withdrawal rates.

Reacting to the Past

Faculty in MTSU's History Department use the innovative "Reacting to the Past" teaching style developed by Mark Carnes of Barnard College. This approach engages students by having them participate in unscripted role playing games to learn class content. Students become motivated to spend hours outside of class, working with and discussing primary texts in order to "win" the game. Faculty in the History Department have led

faculty learning communities to spread this unique pedagogy to other academic departments on campus.

B. Faculty and Staff Professional Development

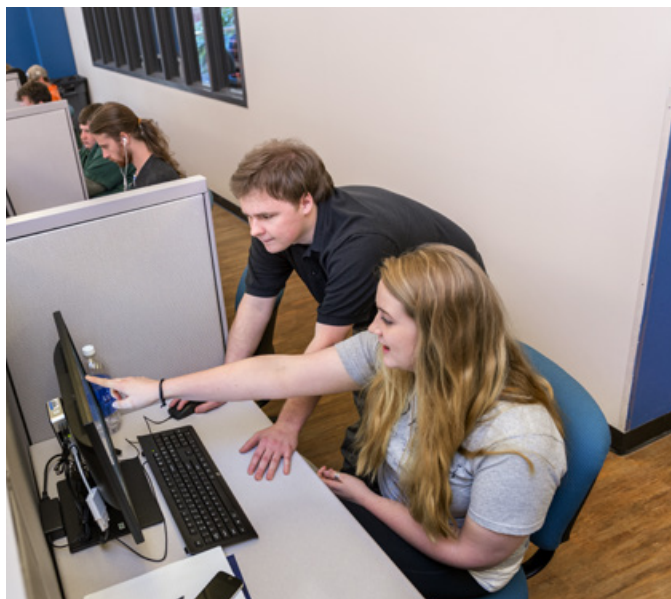
MT Engage includes a faculty development initiative that focuses on high-impact practices and integrative thinking and reflection. (The faculty development initiative is discussed in Section VII. Actions to Be Implemented). The LT&ITC is MTSU's support center for faculty development and teaching excellence. The campus has an established history (over 5 years) of faculty learning communities (FLCs), and the LT&ITC Director of Faculty Development manages the development and implementation of these. Our campus also has an established history of course redesign initiatives (over 3 years), and the LT&ITC Director of Teaching Excellence manages this program, as well as the development of the annual workshop scheduling. The LT&ITC typically offers 25–30 workshops per year. Most of these workshops are presented by non-center staff whose expertise is drawn from faculty across the University. The directors of Faculty Development and Teaching Excellence receive summer support that enables them to develop and implement the proposed MT Engage Summer Institute. The Instructional Design Specialist and Graduate Assistant also work in 12-month positions.

C. Technology Support

MTSU's Information Technology Division (ITD) plays both direct and indirect roles in supporting the QEP process and the MT Engage program. The division will

- provide the technology infrastructure needed to facilitate the program—examples include the servers and networking needed to communicate efforts, account credentialing and authentication for faculty and students to access MT Engage tools, and data security;
- integrate with the primary Student Information System (Banner Students) for designation of classes and resource access control;
- facilitate electronic communication for and about the program—examples include email and phone communications, and a website for both documentation of the QEP process and for marketing of the MT Engage program;

- provide support for the hardware and software needed for faculty and students' learning experiences—examples include desktop and classroom technical support, software site licenses for creating class materials, support of the primary learning management system (BrightSpace/D2L), and its ePortfolio tool;
- provide a technology Help Desk—available to both faculty and students to answer hardware and software questions; and
- provide pedagogical and technology support from instructional specialists via workshops, seminars, and consultations on assessing, designing, implementing, and evaluating high-engagement learning activities.



4) Meeting Challenges

In determining how to impact student learning through a culture of engagement, the QEP committee considered how to build on the strengths noted above to help students excel at integrative thinking and reflection. In these discussions, a few areas of concern were noted and have been addressed in the plan presented.

Findings based on student focus groups revealed limited awareness by students as to the knowledge gained through the lower-division (specifically general education) curriculum. In addition, students had difficulty articulating their learning in the major; furthermore, according to employers, students had difficulty transferring their learning. Specifically, it was noted that students were not making learning connections across general-education courses or across the degree program or to the real world.

Also, the students in the focus groups noted that they felt unaware of the opportunities for engagement. This finding was supported by a Fall 2015 Student Engagement Survey of students majoring in the Jones College of Business (JCB). Some of the findings are listed next.

- The lowest-rated items on the satisfaction portion of the survey all deal with students *not feeling adequately involved with*, or connected to, the JCB.
- Students would like to attend activities and events that allow them to interact with fellow students *as well as faculty members* outside of the typical classroom activities.
- Even though the majority of students are not members of a professional organization, the good news is that *many of them would like to be*.
- 34% said they do not know about the professional organizations that might be of interest to them.

Overall, it was noted that the University had limited intentional, system-wide coordination and communication of engagement experiences available to students, particularly in a way that was easy for students to access in one location.

The MT Engage plan addresses each of these concerns. MT Engage

- invests in faculty development to help faculty improve engagement practices and integrative learning;
- includes a strong orientation for students that will provide foundational knowledge of integrative thinking on which they can build throughout their MTSU experience; and
- uniquely intersects instruction, academic support, and student support services.

The LT&ITC provides an established mechanism to deliver extended professional development incorporating integrative thinking into the classroom. MT Engage initially focuses on students' experiences in freshman and sophomore courses, including a sophomore ePortfolio product. Well-established systems to support first-year students provide structures that can be used to deliver a consistent message and orientation to students regarding (1) the opportunities and benefits their classes and other university-related experiences offer and (2) integrative learning. In addition the Career Center, the Digital Media Studio, and the University Writing Center, as

well as the newly formed MT Engage Office, will provide the needed ongoing student support.

Through a database of engagement experiences, students will be able to easily find engagement experiences most aligned with their majors. This information will be provided by academic departments. In addition, other engagement opportunities offered by Student Affairs, International Affairs, and the Division of Business and Finance will be listed. This will provide greater campus-wide coordination and communication regarding beyond-the-classroom experiences. The MT Engage Experiences initiative will be discussed in detail in Section VII.

MT Engage's focus on integrative thinking and reflection provides a comprehensive and continuous program which includes a variety of opportunities for students to develop integrative thinking and reflection throughout their college experience. As noted in the section above, MT Engage will provide opportunities for students to develop their integrative thinking and reflection skills. The next section will discuss the learning outcome in detail.



IV.

Desired Student-Learning Outcomes

The student-learning outcome for MT Engage, to be derived through a process of academic engagement, is “**students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.**”

Reflection and integrative thinking are metacognitive processes that enable students to “learn how to learn from experience” by analyzing their thoughts or insights about the impact of an event or experience on their lives and future goals. Successful reflection facilitates self-awareness as well as personal and professional growth.

Integrative thinking and reflection are not only forms of academic engagement, but also academic skills that can be developed through any number of high-impact pedagogies, including

first-year seminars and experiences, common intellectual experiences, learning communities, undergraduate research, diversity/global learning, and service learning/community-based learning. MT Engage students will develop in the appropriate use of integrative thinking, reflection, and self-assessment about their academic experiences and personal and professional development within this culture of engagement. They will also develop in their ability to make connections across multiple academic contexts and educational and personal and professional experiences. The following student indicators, adapted from the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubric on integrative learning will be used to assess students’ integrative thinking and reflection. See Appendix A for rubric.

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.

Student-Learning Indicators

The ability to connect relevant experiences and academic knowledge (connections to experience)	The ability to make connections across disciplines and perspectives (connections to discipline)	The ability to adapt and apply information to new situations (transfer)	The ability to use effective, appropriate, and various forms of communication to enhance the quality of their assignments (effective and integrated communication)	The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts, especially as it relates to their personal and professional development (self-assessment and reflection)
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Fig. 3

Literature Review and Best Practices

Engagement

MTSU is dedicated to engaged teaching and learning. The University's 2015–2025 Academic Master Plan, *The Reach to Distinction*, states:

A strong, engaged academic community prepares students to complete an undergraduate or graduate degree and empowers them to pursue the careers of their choice and the jobs of the future (p. 7). The University will achieve greater academic distinction through innovation, a celebration of diversity, and a heightened sense of active engagement (p. 12).

Many scholars, however, use the terms engagement, student engagement, academic engagement, engaged learning, student involvement, and academic involvement interchangeably—sometimes even within one collection (Christenson, Reschly, and Wylie, 2012). In 2005, Bowen addressed the lack of a standardized operational definition and identified four different types of student engagement: (1) engagement with the learning process (active learning); (2) engagement with the object of study (experiential learning); (3) engagement with contexts (multidisciplinary learning); and (4) engagement with social and civic concepts (service learning). Deneen (2010) also noted the lack of consensus referencing numerous academic articles from the 1990s and 2000s, calling the definition “complex and broad.”

Kuh (2009) traces the historical use of “engagement” back to the 1930s and details the major evolutions of the term over time. One such evolution was a shift towards a student-focused definition of engagement. Astin (1984) described student involvement as “the quality and quantity of physical and psychological energy that students invest in the college experience” (p. 307).

Other definitions place equal responsibility on both the student and the institution. The National Survey of Student Engagement (NSSE) instrument that is often used as a standard measure of student engagement at MTSU (and throughout the U.S. and Canada) defines student

engagement as the amount of time and effort exerted by students and also the *institution's* efforts to cultivate this type of learning (<http://nsse.indiana.edu/html/about.cfm>). The NSSE defines six research-based “high-impact practices” (also called HIPS or “productive learning activities”) that institutions can employ to foster student engagement (National Survey of Student Engagement, 2015):

- Learning community or some other formal program where groups of students take two or more classes together;
- Courses that include a community-based project (service-learning);
- Work with a faculty member on a research project;
- Internship, co-op, field experience, student teaching, or clinical placement;
- Study abroad; and
- Culminating senior experiences (e.g., capstone course, senior project or thesis, comprehensive exam, portfolio)

Similarly, the AAC&U uses the phrase “High Impact Education Practices” (HIEPs) synonymously with student engagement. The AAC&U cites Kuh's (2008) list of HIEPs which includes the following productive learning activities:

- First-year seminars and experiences;
- Common intellectual experiences;
- Learning communities;
- Writing-intensive courses;
- Undergraduate research;
- Diversity/global learning;
- Service learning and community-based learning;
- Internships; and
- Capstone courses and projects

Recognizing that students' academic engagement involves both physical and psychological involvement in their learning and the institutional opportunities to participate in HIEPs/HIEPS, the

MT Engage committee members chose to define **academic engagement** as:

A student's active learning experiences as demonstrated through quality of effort, physical and psychological involvement, and participation in productive learning activities.

This definition is an amalgam of the student-centered approach from Bowen (2005) and the institution-centered approach from NSSE and AAC&U, and stresses the importance of both physical and psychological effort as expressed by Astin (1984). By using the productive learning activities provided by NSSE and Kuh (2009), MT Engage students will become more personally involved in their learning and have opportunities to develop and exercise reflective and integrative thinking.

Miller and Butler (2011) provide a nice overview of studies that link academic engagement to student success and outcomes. Engagement has been shown to have a positive impact on students' cognitive abilities, knowledge acquisition and transfer, critical thinking skills, and grades (p. 18–19).

Reflective and Integrative Thinking

To reinforce the engagement of high-impact educational practices, the MT Engage program challenges students to reflect on their learning experiences and make connections within and beyond the classroom.

Reflection has long been an underlying element of educational theory and practice. Dewey (1910) described reflection as the “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 6). Rodgers (2002) further explicates Dewey's definition of reflection and contextualizes it within the foundations and standards of higher education.

Mezirow (1990) said that critical self-reflection means “reassessing the way we have posed problems and reassessing our own orientation to perceiving, knowing, believing, feeling, and acting” (p. 11) and “challenging the validity of presuppositions in prior learning” (p. 12). Critical reflection done well is an “evidence-based examination of the sources and gaps in

knowledge and practice” and is an “integrative, analytical, capacity building process rather than [...] a superficial exercise in naval-gazing” (Ash and Clayton, 2009, p. 28). For MT Engage, reflection is a metacognitive act in which students think about their own learning, not merely a summary or recap of the learning exercise.

Moon (2001) cites research that demonstrates four ways that reflection can contribute to student learning. According to Moon, reflection slows down learning so that students may think and process; it enables learners to develop ownership of their learning; it encourages metacognition; and it encourages students to challenge their own learning (p. 7). MT Engage uses Mezirow's (1990) concept of metacognition (p. 8) in conjunction with the AAC&U VALUE rubric on integrative learning to define *reflection* as:

The metacognitive act through which a student reflects on a learning experience and evaluates both new information and the frames of reference through which the information acquires meaning.

A desired result of students' reflection is integrated learning. The AAC&U and the Carnegie Foundation for the Advancement of Teaching's joint Statement on Integrative Learning (2004) asserts that “Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education.” Huber, Hutching, and Gale (2005) cite the AAC&U's Statement on Integrative Learning which describes integrated learning as the ability to make connections within a major, between fields, between curriculum and/or cocurriculum, or between academic knowledge or practice (p. 4).

MT Engage defines *integrative thinking* using the AAC&U's (2009) definition:

Integrative and applied learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

AAC&U's VALUE rubric for Integrative Learning outlines a framework by which universities can study integrative learning and share evidence of its success using a common vocabulary and methodology. The AAC&U published themed issues of *Peer Review* on integrative learning in Summer 2005 and again in Fall 2014/Winter 2015 [See: <https://www.aacu.org/peerreview>] with articles covering a variety of integrative learning projects and the applied use of the AAC&U VALUE rubrics.

MT Engage recognizes the significance of providing engagement opportunities within and beyond the classroom and the critical role reflection plays in providing a truly meaningful experience in integrative learning.

Electronic Portfolios

ePortfolios and Student Learning

Evidence of students' integrative thinking and reflection can be captured in the form of electronic portfolio (or ePortfolio) artifacts and made available for assessment. The use of ePortfolios in higher education has been around since the mid-1980s and came to be prominent tools for reflection and assessment in the mid-1990s (Lorenzo and Ittelton, 2005, p. 3).

Yancey stresses that personal reflection is the "the key portfolio piece" to foster student learning (2001, p. 19). This sentiment is echoed in later research that ties reflective ePortfolios to deep learning (Eynon, Gambino, and Török, 2014a). Eynon et al. cite data from the Catalyst for Change project (<http://c2l.mcnrc.org/>) that correlates ePortfolio initiatives with student success, reflection and deep learning, and institutional change.

Eynon, Gambino, and Török (2014b) note that a review of practices on the Catalyst for Change website reveals different approaches to reflection in the ePortfolio, including (1) reflection that connects experiences within a course; (2) reflection that connects experiences

across courses, semesters, and disciplines; and (3) reflection that builds connections between academic, cocurricular, and lived experiences (p. 4). MT Engage allows faculty to identify the type of reflection approaches they would like to apply as they help students make meaningful connections between different types of experiences.

ePortfolios and Assessment

The use of ePortfolios to assess reflective and integrative thinking is summarized nicely in works by Eynon et al. (2014a). Peet, Reynolds-Keefer, and Gurin (2011) assessed ePortfolios using the AAC&U Integrative Learning VALUE rubric to find statistically significant gains for six dimensions of integrative learning. Richards-Schuster et al. (2014) used ePortfolios to measure integrative learning within a specific academic program.

Furthermore, this connection between ePortfolios and reflective and integrative thinking is also on display in a more recent issue of *Peer Review*. The Winter 2014 themed issue was devoted to articles on "E-Portfolios: For Reflection, Learning, and Assessment" [See: <https://www.AAC&U.org/peerreview/2014/winter>]. Cambridge, Cambridge, and Yancey (2009) also devoted whole sections of their *Electronic Portfolios 2.0* monograph to the subjects of reflection and integrative learning.

The use of ePortfolios for learning assessment has become so ubiquitous that scholars have formed their own academic association. The Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL) hosts national and regional conferences and ePortfolio forums [See: <http://www.aaeebl.org/>]. AAEEBL also hosts its own peer-reviewed journal dedicated to the study of ePortfolios: *The International Journal of ePortfolio* [See: <http://www.theijep.com/>]. Catalysts for Change, AAEEBL, and AAC&U all demonstrate the validity of ePortfolios as authentic assessments of student learning in higher education.

Summary

Investigations of the literature and best practices have reinforced that integrative learning is an approach that is critical to the education of our students, and it is consistent with MTSU's mission, Academic Master Plan, and *Quest for Student Success*. MT Engage is centered on what we know about teaching and learning: (1) the effectiveness of high-impact practices; (2) the importance of reflection and synthesis; (3) the lifelong benefits of integrative thinking; and (4) the potential for ePortfolios to support learning and assessment. MT Engage's emphasis on integrative thinking will make a positive impact on MTSU students as we help undergraduates "put the pieces together and develop habits of mind that prepare them to make informed judgments in the conduct of personal, professional, and civic life" (AAC&U/Carnegie Foundation, 2004).

The integrative learning approach is critical to the education of our students, and it is consistent with MTSU's mission, Academic Master Plan, and *Quest for Student Success*.



VI.

Actions to be Implemented

MT Engage Overview

The MT Engage QEP is focused on enhancing student academic engagement. This will be accomplished by:

1. Incorporating high-impact pedagogies within the course and through beyond-the-classroom engagement activities/strategies
2. Challenging students to use integrative thinking and reflection across multiple contexts and educational experiences. Students will develop an ePortfolio which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.

The MT Engage ePortfolio will include the following sections that showcase their integrative thinking and reflection:

- About Me
- Career and Education Goals/Plans
- Campus and Community Involvement
- Work/Academic Showcase
 - Course artifacts/examples of work from MT Engage courses with reflection
 - Other artifacts/examples of work as determined by major, program, or department.

Incoming freshmen will be recruited during CUSTOMS (MTSU's freshman orientation program) to take part in the MT Engage Program, which will include registering for MT Engage courses in the freshman and sophomore year (minimum of 4 courses) and constructing an ePortfolio. At the end of the sophomore year, ePortfolios will be reviewed, and awards will be given to exemplary MT Engage students in each college. These awards will include a scholarship for the junior and senior years. Awards and recognition will be available for senior MT Engage students who have taken upper-division MT Engage courses. Details are provided in the section on MT Engage initiatives.

Integrative thinking and reflection and the ePortfolio concept will be introduced in UNIV 1010 and/or a freshman-level introduction course in the major, such as Introduction to Theatre Studies. A foundation course would (1) introduce the ePortfolio concept, (2) discuss skills needed for success in academics and the profession, (3) help students plan for MTSU beyond-the-classroom opportunities to build these skills and require participation in at least one beyond-the-classroom experience, and (4) require integrative thinking and reflective ePortfolio assignments.

MT Engage Initiatives

To meet (1) the student-learning outcome that students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences and (2) the program goal of fostering a culture of engagement at MTSU, MT Engage will focus on five initiatives—two curriculum initiatives and three support initiatives—which will be discussed next.

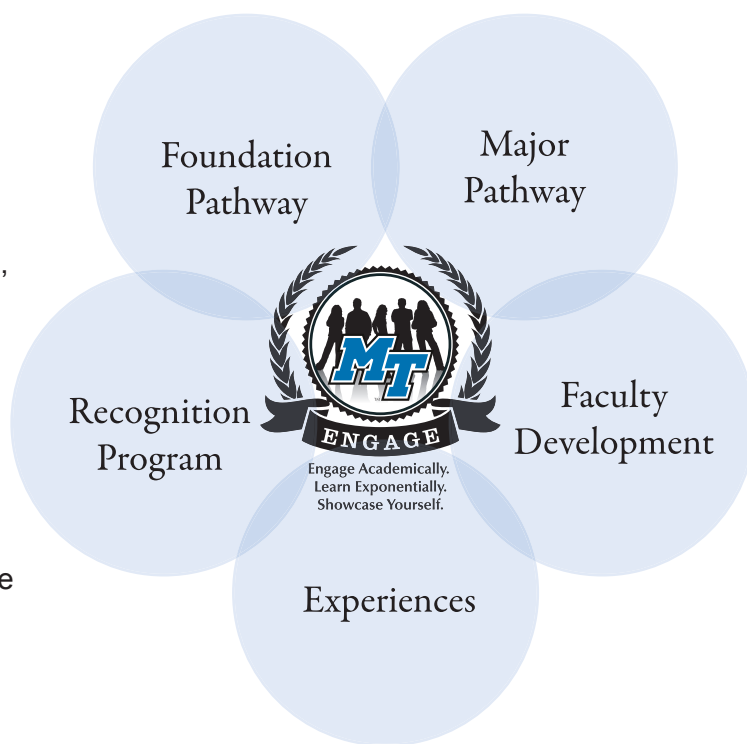


Fig. 4

Curriculum Initiatives

1. MT Engage Foundation Pathway

This initiative focuses on enhancement of freshman- and sophomore-level courses. Support through faculty development initiatives such as a Summer Institute, workshops, learning communities/work groups, and the MT Engage Office will be provided to faculty who teach lower-division courses to enhance existing courses through the use of high-impact, engaging pedagogy, a cocurricular experience, and integrative/reflective thinking and/or writing assignments placed in an ePortfolio.

Phase I involves a revision of the UNIV 1010 University Seminar and selected general-education courses, such as English 1010 and English 1020. Additional information about MT Engage phases is provided in the Timeline section of this report. All MT Engage courses will include the following components: (1) a high-impact pedagogy, (2) a beyond-the-classroom activity, (3) integrative thinking/reflection assignments, and (4) an ePortfolio artifact with reflection. Faculty who are interested in participating are asked to complete an interest form which outlines the components of an MT Engage course (see Appendix B). Although the integrative-thinking and reflection student-learning outcome (and its assessment) will be standard across MT Engage courses, the means by which this is achieved will vary depending upon the instructor and content. After completion of the faculty professional development, faculty members will make enhancements and revisions to their courses and submit an MT Engage Course Certification form, which is updated from the interest form, and will be submitted to the MT Engage Office. At that time, the course will be designated as MT Engage in the registration system and assigned an attribute of AMTE for documentation and tracking purposes. These courses can be used by students to fulfill components of the MT Engage Program.

In Fall 2015, eight sections of UNIV 1010 were revised to align with the MT Engage components. The instructors of these pilot sections provided feedback on the integrative-thinking/reflection assignments that were developed, as well as some of the assessment tools. In spring 2016,

additional courses (ENGL 1020, HIST 3070) participated in piloting MT Engage components.

UNIV 1010 Beyond the Classroom Integrative-Thinking/Reflection Assignment

- Describe the campus/community experience you have chosen to highlight from this class. When and where did it occur? Why did the experience take place? Who was involved? What did you do? What did others do?
- What were the most important things you learned from this experience? In what ways did you increase your knowledge of yourself as a person, a student learner, an aspiring professional, and/or a citizen?
- How does this experience integrate with the current course you are taking (theories, etc)? Did you use anything you learned in this course when taking part in these experiences? If so, provide an example.
- Why is what you learned in this experience significant or important to you? How does what you learned from this experience relate to your career goals? How does it relate to other courses you are taking?
- How will this experience affect your future learning? How will what you learned be helpful in future classes or in future situations?

Because UNIV 1010 involves so many of our new students (1,222 students were enrolled in Fall 2014, and 98.7% were freshmen), and because of the alignment between the MT Engage goals and the student-learning outcome of integrative thinking and reflection and the existing goals and outcomes of UNIV 1010, the first-year seminar is a logical mechanism for orienting new students to MT Engage. Through UNIV 1010, students will begin to develop sections of their ePortfolio including About Me and Career and Education Goals/Plans in addition to placing one artifact and reflection into the Campus and Community Involvement and Academic Showcase sections. Some sections of UNIV 1010 will utilize deeper methods to foster integrative thinking, including service-learning and Raider Learning Communities. The chart on the next page shows

the projected percentage of UNIV 1010 sections that will be offered each fall as part of MT Engage. We also plan to offer UNIV 2020 (the equivalent course for transfer students) as part of MT Engage starting in Fall 2017. In addition, MT Engage will be extended to general-education courses (see p. 46 for Fall 2016 projected offerings).

MT Engage UNIV 1010 Projections

Semester	Benchmark
Fall 2015	7 sections piloted
Fall 2016	30-35% sections of UNIV 1010; pilot a section of UNIV 2020
Fall 2017	35-40% sections of UNIV 1010 additional UNIV 2020 sections
Fall 2018	40-45% sections of UNIV 1010; additional UNIV 2020 sections
Fall 2019	45-50% sections of UNIV 1010; additional UNIV 2020 sections
Fall 2020	50-60% sections of UNIV 1010; additional UNIV 2020 sections

2. MT Engage Major Pathway

The second MT Engage initiative, Major Pathways, will provide students with opportunities to practice and apply integrative-thinking and reflection skills in their major. Departments will be provided support in the form of Professional Learning Communities (PLCs) to engage in curriculum development and redesign in order to incorporate MT Engage components into the major. Through PLCs departmental faculty can work together to revise classes in the major to incorporate high-impact, engaging pedagogies and integrative/reflective thinking assignments, as well as tailoring the ePortfolio to the major in order to showcase students' (a) engagement in their learning, (b) integration and reflections of their experiences, and (c) personal and professional development. After participating in the PLC, faculty members will make enhancements and revisions to their courses and submit MT Engage Course Certification forms to the MT Engage Office. At that time, the course will be designated as MT Engage in the registration system and assigned an attribute of AMTE for documentation and tracking purposes. These courses can be

used by students to fulfill components of the MT Engage Program.

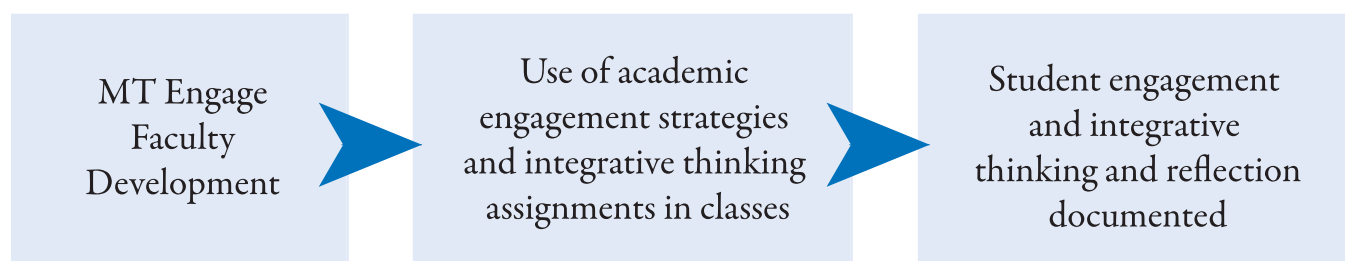
Majors who participate will be highlighted on the MT Engage website. Currently, discussions are underway with three departments who have expressed interest in participating as MT Engage Major Pathways. A survey conducted with department chairs to determine interest within majors for developing an ePortfolio found that of 37 responses, 21 said they were interested, 10 said they were not interested, and five said maybe. This list indicates a broad interest in the topic from which to build MT Engage Major Pathways.

Support Initiatives

3. MT Engage Faculty Development

An important initiative of MT Engage is a formal faculty development program. The MT Engage Faculty Development initiative has as its outcome the development of a community of faculty scholars committed to academic engagement in the classroom and prepared for instruction in integrative thinking/reflection. This will help accomplish the first program goal of fostering a culture of engaged learning. Through the LT&ITC, general workshops and FLCs/work groups will be held fall and spring in addition to a summer institute. Each will focus on high-impact, engaging pedagogy and integrative/reflective thinking pedagogy. Our campus has an established history (more than five years) of FLCs, and the Director of Faculty Development manages the development and implementation of these. Our campus also has an established history of course redesign initiatives (more than three years) and the Director of Teaching Excellence manages this program and develops an annual workshop schedule. The LT&ITC typically offers 25–30 workshops per year. Most of these workshops are presented by non-center staff who are drawn from faculty expertise across the University. For each workshop, faculty will be asked to evaluate the experience and suggest changes. In addition, the Faculty Instructional Technology Center (FITC) will provide faculty training in ePortfolio technology on a regular and one-on-one basis. The Instructional Design Specialist and Graduate Assistant, who both work in 12-month positions, will also support

Fig. 5 Faculty Development



this initiative. The infusion of faculty development focused on academic engagement and integrative thinking into the curriculum has the potential to change the approach of faculty in all their classes.

Faculty Incentives for Participating

Faculty who participate in the FLCs/work groups and Summer Institute will receive a \$500 stipend. Adjuncts and full-time temporary faculty who participate in the one-day training will receive a stipend as well. During these activities meals will be provided. Faculty will also be recognized with certificates of achievement.

Faculty Learning Communities/Work Groups

The first MT Engage FLCs/Work Groups began in Spring 2016. One was focused on general-education faculty who were teaching as part of a Raider Learning Community (see description in Appendix C). A second FLC was made up of ENGL 1020 instructors. These faculty met monthly starting in February and will continue meeting to discuss MT Engage concepts (high-impact pedagogies, integrative thinking, and ePortfolios) and to prepare assignments that will engage students in using integrative thinking and reflection. After meeting in spring, they will teach an MT Engage section in Fall 2016 and continue meeting. At the end of Fall 2016, they will submit a reflection on the implementation of MT Engage components. A call for faculty participation in the AY 2016–2017 MT Engage FLCs was sent in January 2016. These first FLCs will be followed by additional FLCs which will be formed annually and follow a similar structure and format.

Summer Institute

The Directors of Faculty Development and Teaching Excellence receive summer support that will enable them to work with the MT Engage

Director to develop and implement the proposed Summer Institute (see below for sample Summer Institute agenda). At the end of the Summer Institute, faculty will be asked to evaluate the experience and suggest changes.

Summer Institute Activities and Timeline

Day One

- MT Engage overview and faculty institute keynote speaker on integrative thinking.
 - What is the QEP, MT Engage
 - The value of integrative thinking and best practices for incorporating in college courses
 - The value of reflection and best practices for incorporating in college courses
- The value of ePortfolios and how MT Engage faculty and students will use them
- ePortfolio tool overview/training

Day Two

- Assessment of SLO Integrative Thinking and Reflection
- Rubric training
- Breakout sessions (45 minutes each)

Topics will be based on research literature and ideas for incorporating academic engagement strategies and integrative thinking in college courses

Led by faculty who have previously taught MT Engage courses.

- Wrap up and make preliminary plans for MT Engage classes

After Institute

- June/July/August—Faculty revise classes
- End of August—Faculty submit course syllabi and MT Engage certification forms highlighting

how they are implementing MT Engage in their courses prior to teaching.

- September 2016—Faculty submit Final Evaluation/Reflection Reports

Support for Adjuncts and Full-Time Temporary Faculty

The MT Engage Office will hold an annual one-day training that introduces (or refreshes) adjunct and full-time temporary (FTT) instructors on integrative learning and reflection indicators as well as other MT Engage components. In particular, the MT Engage Office will work with the UNIV 1010 faculty coordinator to hold one-day trainings specific to MT Engage and UNIV 1010 to ensure an understanding of the student-learning outcome, as well as alignment with MT Engage course components.

New Faculty Orientation

In addition, information on integrative thinking and reflection and MT Engage will be incorporated into the workshops that are part of the University's New Faculty Orientation. These workshops occur once per month in fall and spring after the start of classes. A presentation about MT Engage will be held in conjunction with the LT&ITC Directors at one of the new faculty orientation workshops.

4. MT Engage Experiences

This initiative involves (1) increasing students' awareness of integrative learning opportunities in the form of beyond-the-classroom experiences and (2) supporting their integrative learning.

Database of Beyond-the-Classroom Experiences

A searchable database consisting of high-impact, beyond-the-classroom experiences will be developed and maintained to provide students greater awareness of available beyond-the-classroom activities. This database will include a general list of academic and student affairs experiences (e.g., student organizations, student leadership, volunteering), and Division of Business and Finance experiences (e.g., internships in Environmental Health and Safety and Center for Energy Efficiency and service opportunities with Center for Energy Efficiency/Recycling) as well as suggested activities for students by major (e.g., internships, research experiences, education abroad, tutoring opportunities).

MT Engage Week

An MT Engage Week will be held each fall semester to provide focused attention on the many opportunities available to students. During this week, MT Engage will cosponsor an event with each college, as well as with the Office of Student Affairs, to highlight opportunities for academic engagement and integrative learning.

ePortfolio

One unifying experience is the creation of an ePortfolio by students so that they can integrate and reflect on their experiences. Support for students completing the sophomore and senior ePortfolio will be provided by the MT Engage Office, as well as the Career Development Center, the University Writing Center, and the Digital Media Studio. These offices are uniquely suited to support students in the development of the ePortfolio; joint workshops will be conducted, and students will have the ability to meet one-on-one to receive assistance. More details about these offices is provided below:

The University Writing Center

The University Writing Center (UWC) provides a relaxed yet professional atmosphere in which writers from across the curriculum can become more comfortable and competent with the process of writing. The primary goal is to foster independent writers who are capable of recognizing and capitalizing on their strengths as well as identifying and addressing concerns. The UWC seeks to provide timely, relevant support for instructors, staff, and students at all levels.

In tutoring sessions, students are asked to use integrative thinking and reflection to improve the content of their writing as well as how they are writing. Students come from across the disciplines and many levels of learning. The UWC uses effective, appropriate, and various forms of communication to enhance the quality of students' responses to assignments. In each session, students are engaged in determining what they see as their needs. At the end of each session, students are invited to return, and they participate in a reflection of what they need to do next to improve their writing.

The UWC has and will continue to refine special programs for students that will be relevant to the completion of MT Engage assignments and the creation of ePortfolios:

- “Write Ins” to help them complete writing projects at busy times in the semester;
- Online and face-to face revision workshops;
- Online and face-to-face editing workshops; and
- Online and face-to-face workshops on writing responsibly.

In order to provide students and faculty participating in the MT Engage program with support throughout the process, the UWC plans to offer the following new programs:

- “Big Picture” workshops for faculty on introducing ePortfolio integrative-thinking and reflection assignments in individual courses;
- Workshops for students on creating a timeline for revising ePortfolio materials prior to graduation (face-to-face and online workshops);
- ePortfolio “showcase” groups to encourage students to stay engaged with their ePortfolio materials; and
- Handouts and other print/online reference materials for MTSU’s ePortfolio system.

The UWC plans to continue to study and educate writing tutors about the ePortfolio writing and revision process. Also, the Center will continue to help students build their writing skills so that they and others can see how they have changed as writers and learners and reflect about what they have learned across their experiences, how it has helped them, and how they can help others with this knowledge.

The Career Development Center

Students can access services and resources in the Career Development Center to assist in their career planning and in developing and implementing a job search strategy. The Career Development Center delivers presentations to UNIV 1010/2020 courses and to senior-level courses upon request, which cover topics such as resumes and cover letters, the job search

process, networking, etc. Document Drop is a service that helps students craft a professional resume which can be included in an ePortfolio. In addition, one-on-one appointments and walk-in advising hours are available. These sessions include helping students identify their skills so that they can effectively communicate these to future employers through resumes, ePortfolios, and interviews.

The Digital Media Studio

The James E. Walker Library provides library instruction, research assistance, and academic-subject expertise to support a variety of engaged learning pedagogies. The library’s Digital Media Studio (DMS) offers access to a variety of tools and services to facilitate students’ use of rich digital media for presenting academic research and for creative expression. The DMS supports students of all abilities, disciplines, levels, and interests with access to high-end Macs and PCs, plus the multimedia software applications needed to create and edit presentations, audio, video, and photographs. In addition to computing facilities, the DMS provides expert assistance at its help desk, online training opportunities, and one-on-one “Tech Coach” appointments. The DMS has three presentation practice rooms in which students can record themselves speaking with accompanying visual aids. A full list of the DMS’s hardware, software, and training opportunities can be found at <http://library.mtsu.edu/dms>. Through the director, part-time permanent staff, graduate students, and student workers, about 36 people cover the DMS help desk during the hours that the library is open.

5. MT Engage Recognition Program

This initiative involves the development of a program that recognizes students who complete various levels of learning experiences both within the general-education curriculum (i.e., the first two years) and beyond.

Students who complete components of the MT Engage program as outlined below will be eligible to receive incentives and recognition. The components are reflective of the three-fold slogan: Engage Academically, Learn Exponentially,

Showcase Yourself, and will reflect this slogan through (1) academic experiences in the classroom, (2) involvement beyond the classroom, (3) development of an ePortfolio, and (4) an end-of-the-program interview.

Program Components for Recognition

MT Engage Courses

Students will complete two MT Engage courses by the end of their freshman year and a total of four MT Engage courses by the end of their sophomore year. Students will complete at least two additional MT Engage courses at the upper-division level, most likely in the major.

Students will complete at least one beyond-the-classroom activity in each designated MT Engage course they enroll in. Therefore, they will complete at least four beyond-the-classroom activities by the end of the sophomore year and at least six beyond-the-classroom activities by the end of the senior year.

- Each beyond-the-classroom experience will be determined by the instructor of each MT Engage course and will include a reflection component.
- Beyond-the-classroom experiences can be documented in the student's ePortfolio.

The ePortfolio

- The ePortfolio will be a combination of both work produced as part of the class and beyond-the-classroom experiences such as campus and community involvement. Students will keep records/documentation/photographs, etc. of their within-the-classroom and beyond-the-classroom experiences/activities and reflect on both types of experiences.
- The ePortfolio will be driven by the student-learning outcome of integrative thinking and reflection.
- The ePortfolio will be assessed at the end of the sophomore year, and scholarships for exemplary submissions will be awarded.
- The completed ePortfolio will be assessed after the first semester of the senior year, and cash prizes will be awarded.

End-of-the-Program Interview

- The interview will be an option for students who have completed the final ePortfolio and two additional courses at the upper division, most likely in their major.
- Community members and alumni will facilitate the end-of-the-program "mock" interview panel with the students.
- The top interviewee(s) will be awarded a cash prize.

Student Incentives/Recognition for Participating in the MT Engage Program

Student incentives and recognition for MT Engage include early registration privileges for students after the first semester of enrollment in an MT Engage course (currently proposed), scholarship opportunities upon completion of the sophomore ePortfolio (see Appendix D for scholarship proposal), and an electronic badge upon completion of the senior ePortfolio. Each spring a recognition reception will be held with door prize incentives, as well. This reception will allow for exemplary ePortfolios to be highlighted and scholarship(s) to be awarded. The full incentive/recognition plan is outlined below; incentives will take place at certain benchmarks.

Recognition at Certain Benchmarks

- **Freshman Year:** Upon enrollment in an MT Engage course, receive a t-shirt and an MT Engage button.
- **Sophomore Year:** Eligible to become mentors for freshmen and to obtain class credit for an MTE one-hour practicum (course currently proposed to Undergraduate Curriculum Committee); eligible to submit ePortfolio for scholarship award.
- **Junior Year:** Eligible to become or continue as a mentor for freshmen/sophomores and to obtain class credit for an MTE one-hour practicum.
- **Senior Year:** Eligible to become or continue as a mentor for freshmen/sophomores and to obtain class credit for an MTE one-hour practicum; eligible for senior cash awards for exemplary ePortfolio; eligible for mock interview.

VII.

Timeline

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Pilot select MT Engage courses in Fall 2015 through Fall 2016.	Introduce MT Engage in freshman- and sophomore-level MT Engage classes (Year 1).	Recruit additional freshman- and sophomore-level MT Engage classes (Year 2).	Pilot MT Engage in some majors (Year 3).	Recruit additional majors to participate (Year 4).	Pilot MT Engage in some graduate programs (Year 5).

Fig. 6

The MT Engage Action Plan Timeline Summary is shown above with a complete timeline of major initiatives on pages 41–43. The assessment timeline will be discussed in the Assessment section of the report (Section X). As noted in the timeline summary, major action steps include:

- Fall/Spring 2016: Pilot components of MT Engage in courses;
- Spring/Summer 2016: Faculty development begins with Faculty Learning Communities/Work Groups and a Summer Institute;
- Summer 2016: MT Engage promoted at CUSTOMS student orientation;
- Summer/Fall 2016: Create the administrative structure to support students' integrative learning and MT Engage. (More detail is provided in the Organizational Structure section below)
 - Hire MT Engage Faculty Fellow Director, Assistant Director, Faculty Assessment Coordinator, and a Technical Clerk
 - Develop and launch the MT Engage Oversight Committee;
- Fall 2016: MT Engage classes and the MT Engage Experiences Database launches;
- Fall 2016: ePortfolio workshops held for students;
- Fall 2017: Offer MT Engage one-hour practicum class (pending approval by UCC) and begin student-to-student mentoring program;
- Spring 2018: MT Engage recognition reception held and first scholarships awarded; sophomore ePortfolios are assessed; and

- Spring 2020: First cohort of MT Engage students complete the program; senior ePortfolios assessed and awards given.

Recruitment of Faculty and Courses

Because MT Engage focuses on challenging students to use integrative thinking and reflection across multiple contexts and educational experiences, it is important to begin recruitment of faculty to teach courses at the lower-division level so that students are introduced to this their freshman year. To begin preparing for the official launch of MT Engage, eight sections of MT Engage UNIV 1010 were piloted in Fall 2015 and additional sections (HIST 3070, ENGL 1020, UNIV 1010) were piloted in Spring 2016. Starting in Fall 2016, the recruitment of faculty and courses will take place in phases over five years as follows:

Phase I: Fall 2016 and Spring 2017 (lower division)

- In Fall 2016, increase UNIV 1010 sections
- In Fall 2016 pilot general-education courses ENGL 1010/1020, COMM 2200, PHYS 1030, HIST 2030, etc.
- Pilot lower-division introduction courses in the major (e.g., ARAB 1010, THEA 2000, PHYS 1010, etc.)
- Add additional general-education/lower-division courses in Spring 2017

Phase II: Fall 2017 and Spring 2018 (lower division)

- In Fall 2017, add additional sections of UNIV 1010
- Add courses from the general-education categories of Humanities and Fine Arts and Social and Behavioral Sciences
- Add additional general-education/ lower-division courses
- Add online sections of classes

Phase III: Fall 2018 and Spring 2019 (upper division and majors)

- Add general-education classes in colleges/ departments not already participating
- Pilot majors as part of the MT Engage Major Pathways initiative

Phase IV: Fall 2019 and Spring 2020 (additional majors offered)

- Add general-education classes in colleges/ departments not already participating
- Add additional majors as part of the MT Engage Major Pathways initiative

Phase V: Fall 2020 and Spring 2021 (pilot graduate courses/programs)

- Select graduate programs offered as MT Engage (Master of Arts in Liberal Arts, etc.)
- Add general-education classes in colleges/ departments not already participating
- Add additional majors as part of the MT Engage Major Pathways initiative

This plan for phasing in MT Engage courses will result in the institutionalizing of integrative-thinking and reflection practices in the curriculum over a five-year period. It is not possible to estimate the exact number of courses or students who would be impacted over this period; however,

a projection of the number of students who will be impacted can be gained by projecting what would happen over a five-year period with a sample of 36 sections* that are currently planned to be offered in Fall 2016. We have projected an average enrollment of 20 students per class or RLC. This is based on the 20.95 average enrollment of all ENGL 1010 and COMM 2200 sections for Fall 2014. This would result in approximately 720 students being introduced to MT Engage and integrative thinking/reflection in Fall 2016. If these sections were offered again each Fall, 2,960 additional students would be impacted Fall 2017–Fall 2020 for a potential total of 3,600 students over a five-year period based on these 36 sections alone. See table below.

Table 3

Course (Sec. 20)	Sections	Enrollment Fall 2016	Enrollment Fall 2020
UNIV 1010	12	240	1200
ARAB 1010	1	20	100
HIST 3070	1	20	100
HIST 2020	1	20	100
HIST 2030	2	40	200
ENGL 1020	5	100	500
ENGL 1010/ COMM 2200 RLC	2	40	200
ENGL 1010/ COMM 2200 RLC	2	40	200
ENGL 1010/ COMM 2200 RLC	2	40	200
COMM 2200/ MUS 1030 RLC	1	20	100
COMM 2200/ GS 2010 RLC	1	20	100
ENGL 1010/TBD RLC	2	40	200
ENGL 1010 /TBD RLC	2	40	200
ENGL 1010/ UNIV 1010 RLC	1	20	100
COMM 2200/ PHYS 1030 RLC	1	20	100
Total	36	720	3600

*RLC paired sections are counted once since the same students enroll in both.

Table 4

Timeline

Key

Semester Fall Spring Summer

Responsible Person/Group

‡ Marketing Subcommittee

* QEP Committee Chair

± QEP SLO & Assessment Subcommittee Chair

Δ Resources Subcommittee

∞ Office of University Provost

◇ LT&ITC

^ Julie Barger

e MT Engage Director

• MT Engage Assessment Coordinator

λ MT Engage Assistant Director

x Director DMS

UWC Director

o MTSU Foundation

□ IEPR

YEAR	DATE	ITEM
2015	Fall	MT Engage Campus Awareness Campaign focused on faculty ‡
	Fall	QEP MT Engage announced and flyer distributed at Fall Faculty Meeting *
	Fall	MT Engage piloted in selected UNIV 1010 sections *
	Sept. 16	Pilot instructors meeting *
	Fall	Student Facebook contest held "What is academic engagement?" ‡
	Fall	ePortfolio template created ±
	Oct. 1	MT Engage website hard launch ‡
	Oct. 7	MT Engage Committee meeting *
	Fall	MT Engage listed in the A–Z index webpage ‡
	Dec. 1	ePortfolio chosen Δ
2016	Jan.	MT Engage Campus Awareness Campaign will focus on students ‡
	Spring	MT Engage piloted in select redesigned sections of courses *
	Spring	MT Engage Experiences Database template created *
	March 1	Deadline to designate Fall 2016 course as MT Engage course *
	March 4	MT Engage will be included in the New Faculty Professional Development Workshop *◇
	March 29	SACSCOC visit ∞
	April	Give -a-way items delivered to all college advisors ‡
	May	MT Engage training for all college advisors *
	Spring	MT Engage promotion campaign to incoming freshmen will be launched ‡
	Spring	Model ePortfolios created by students *
	Spring	Create parameters for ePortfolio badge for seniors *
	Spring	FLC/work group of faculty teaching RLC aligned to MT Engage will begin ◇
	Spring	English 1020 PLC will begin ^
	Spring	Faculty development workshop series will be developed ◇
	Spring	MT Engage Summer Institute will be developed *◇
	May	MT Engage will be promoted to incoming freshmen at CUSTOMS *
	May	Incoming freshmen will take Pre-Program Survey and MTSU-SES at CUSTOMS *□
	June	MT Engage Summer Institute will be offered *◇
	July	MT Engage part-time director and part-time assessment coordinator will begin work in the MT Engage office ∞
	July	MT Engage assistant director and technical clerk will begin work in the MT Engage office ∞
	Summer	Workshop for UNIV 1010 MT Engage instructors, other FTTs/adjuncts e
	Summer	Faculty Activity Survey is administered to new MT Engage faculty e
	Aug.	Faculty Development Workshop Series will be offered ◇
	Aug.	MT Engage Oversight Committee will be developed and begin meeting e
	Fall	Faculty Activity Survey is administered to new MT Engage faculty •
	Aug.	MT Engage Experiences Database goes live λ
	Aug.	MT Engage classes will be offered for the first time e

YEAR	DATE	ITEM
2016	Fall	MT Engage Week will be held λ
	Fall	Digital Media Studio and University Writing Center will assist students with ePortfolios; workshops held for students λτ‡
	Fall	New MT Engage FLCs will begin ◊e
	Fall	MT Engage presentation will be part of New Faculty Professional Development Workshop ◊e
	Nov.	End-of-course Survey administered in MT Engage courses •
2017	April	End-of-course Survey administered in MT Engage courses •
	Spring	MT Engage training for all college advisors e
	Spring	MT Engage students will be offered priority registration (proposed) e
	Spring	Faculty Activity Survey is administered to new MT Engage faculty •
	May	Reception will be held λ
	Summer	Workshop for UNIV 1010 MT Engage instructors; Other FTTs/adjuncts e
	Summer	MT Engage will be promoted to incoming freshmen at CUSTOMS λ
	Summer	Incoming freshmen will take Pre-Program Survey and MTSU-SES during CUSTOMS •
	Summer	Faculty Activity Survey is administered to new MT Engage faculty •
	Summer	MT Engage Summer Institute will be offered e◊
	Fall	MT Engage presentation will be part of Faculty Professional Development Workshop e◊
	Fall	Recruit MT Engage Major Pathways e
	Fall	Faculty Activity Survey is administered to new MT Engage faculty •
	Fall	MT Engage students will become eligible to mentor freshmen λ
	Fall	New MT Engage FLCs will begin e◊
	Fall	MT Engage Seminar/Practicum will be offered e
	Fall	MT Engage Week will be held λ
	Nov.	End-of-course Survey administered in MT Engage courses •
2018	March–April	Students in Cohort 1 of MT Engage complete lower division, submit ePortfolio, complete MTSU-SES and end-of-program survey •
	April	Give -a-way items delivered to all college advisors ‡
	April	End-of-course Survey administered in MT Engage courses •
	Spring	Faculty Activity Survey is administered to new MT Engage faculty •
	May	Reception will be held and scholarships will be awarded λ◊
	May	MT Engage training for all college advisors e
	Summer	ePortfolios from Cohort 1 will be assessed •
	Summer	Full-time MT Engage Director hired (if needed) to begin July 1, 2018 ∞
	Summer	MT Engage will be promoted to incoming freshmen at CUSTOMS λ
	Summer	Faculty Activity Survey is administered to new MT Engage faculty •
	June	MT Engage Summer Institute will be offered e◊
	Fall	MT Engage presentation will be part of Faculty Professional Development Workshop e◊
	Fall	MT Engage Major Pathways begin e
	Fall	Faculty Activity Survey is administered to new MT Engage faculty •
	Fall	MT Engage Week will be held λ
	Fall	New MT Engage FLCs will begin e◊
	Nov.	End-of-course Survey administered in MT Engage courses •
2019	Jan.	Faculty Activity Survey is administered to new MT Engage faculty •
	March–April	Students in Cohort 2 of MT Engage complete lower division, submit ePortfolio, complete MTSU-SES and end-of-program survey •
	April	Give -a-way items delivered to all college advisors ‡

YEAR	DATE	ITEM
2019	April	End-of-course Survey administered in MT Engage courses •
	May	MT Engage training for all college advisors e
	May	Reception will be held and scholarships will be awarded λ°
	Summer	Incoming freshmen will take Pre-Program Survey and MTSU-SES during CUSTOMS •
	Summer	MT Engage will be promoted to incoming freshmen at CUSTOMS λ
	Summer	Faculty Activity Survey is administered to new MT Engage faculty •
	Summer	MT Engage Summer Institute will be offered e◇
	Summer	ePortfolios from Cohort 2 will be assessed •
	Fall	MT Engage presentation will be part of Faculty Professional Development Workshop e◇
	Fall	Faculty Activity Survey is administered to new MT Engage faculty •
	Fall	New MT Engage FLCs will begin e◇
	Nov.	End-of-course Survey administered in MT Engage courses •
	Fall	MT Engage Week will be held λ
2020	Spring	Faculty Activity Survey is administered to new MT Engage faculty •
	March–April	Students in Cohort 3 of MT Engage complete lower division, submit ePortfolio, complete MTSU-SES and End-of-program Survey •
	March–April	Students in Cohort 1 of MT Engage complete upper division, submit ePortfolio, complete MTSU-SES and End-of-program Survey •
	April	End-of-course Survey administered in MT Engage courses •
	May	Reception will be held and scholarships will be awarded λ°
	May	MT Engage training for all college advisors e
	May	MT Engage students will graduate and first badges awarded e
	Summer	MT Engage will be promoted to incoming freshmen at CUSTOMS λ
	Summer	Incoming freshmen will take Pre-Program Survey and MTSU-SES during CUSTOMS •
	Summer	Faculty Activity Survey is administered to new MT Engage faculty •
	Summer	ePortfolios from Cohort 1 and 3 will be assessed •
	Summer	MT Engage Summer Institute will be offered e◇
	Fall	MT Engage presentation will be part of Faculty Professional Development Workshop e◇
	Fall	Recruit Graduate Programs to participate as MT Engage Major Pathways e
	Fall	Faculty Activity Survey is administered to new MT Engage faculty •
	Fall	MT Engage expands to the College of Graduate Studies e
	Fall	MT Engage Week will be held λ
	Nov.	End-of-course Survey administered in MT Engage courses •
2021	March–April	Students in Cohort 4 of MT Engage complete lower division, submit ePortfolio, complete MTSU-SES and End-of-program Survey •
	March–April	Students in Cohort 2 of MT Engage complete lower division, submit ePortfolio, complete MTSU-SES and End-of-Program Survey •
	Spring	Faculty Activity Survey is administered to new MT Engage faculty •
	April	End-of-course Survey administered in MT Engage courses •
	May	Luncheon will be held and scholarships will be awarded λ°
	Summer	ePortfolios for Cohort 2 and Cohort 4 will be assessed •

Key

Responsible Person/Group

‡ Marketing Subcommittee

* QEP Committee Chair

± QEP SLO & Assessment Subcommittee Chair

△ Resources Subcommittee

∞ Office of University Provost

◇ LT&ITC

^ Julie Barger

e MT Engage Director

• MT Engage Assessment Coordinator

λ MT Engage Assistant Director

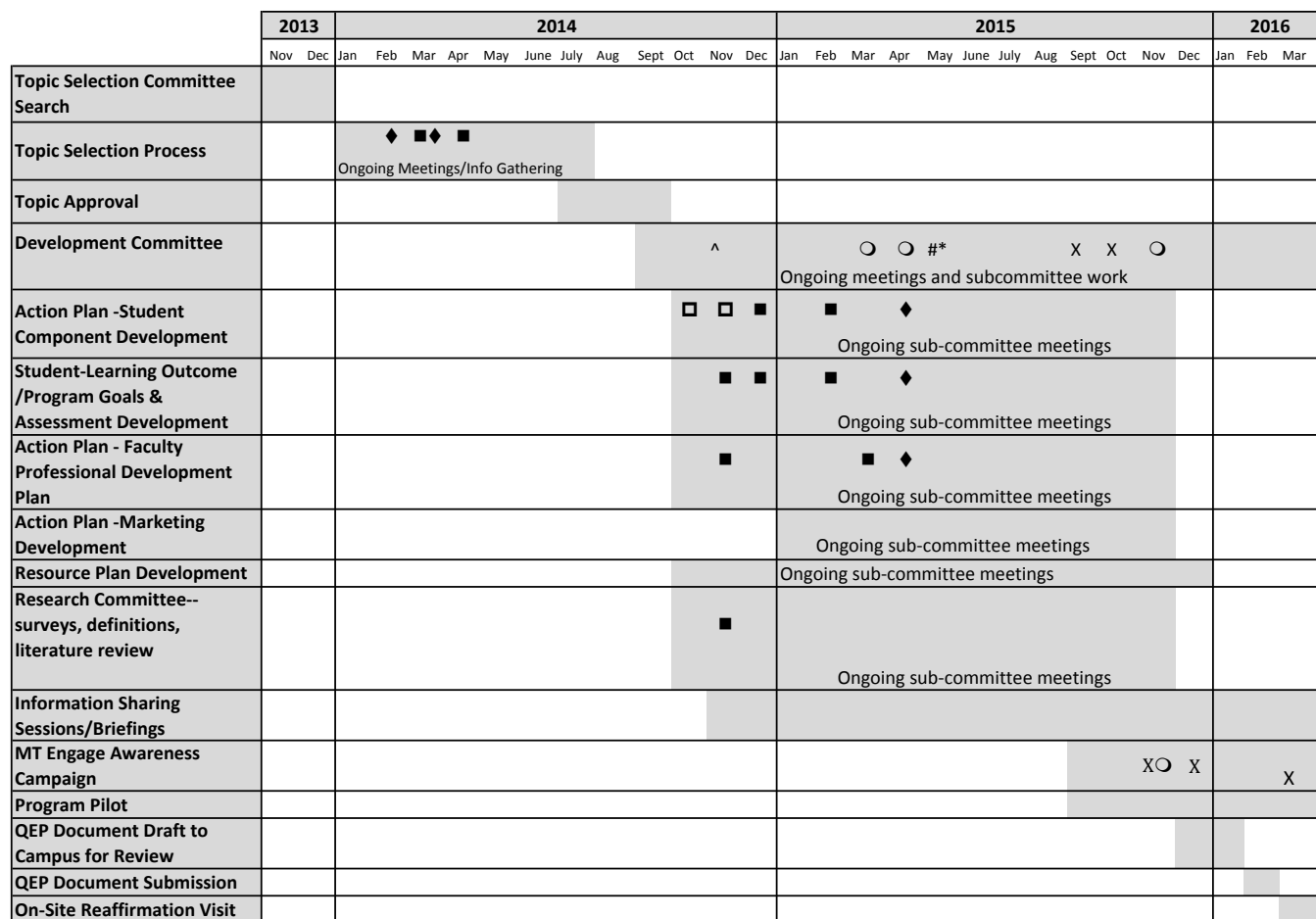
⌘ Director DMS

UWC Director

° MTSU Foundation

□ IEPR

QEP Development Gantt Chart



- ◆ Focus Groups
- Surveys
- Student Campaigns Class Logo Contest
- ^ Launch event to campus
- X Faculty Interest Meeting

- Town Hall Meetings
- * SACSCOC Advisory Visit
- X Awareness Contests
- # SGA resolution supporting MTE

A Facebook contest was held in Fall 2015 to capture what academic engagement meant to MTSU students.



Leah Binkley My student involvement on campus at MTSU has made 100% change in my happiness! I transferred here three years ago as a junior. I knew no one. I began majoring in Speech-Language Pathology and Audiology and proceeded to meet my best friends. I joined our major's organization NSSLHA, and it has provided me with a lot of great service and leadership opportunities . . . I'm involved in one other organization called Best Buddies. This is an organization that pairs college students with a young adult in the community with an intellectual or developmental disability. These two organizations have not only made a meaningful emotional change in my life, but also they allow me to network with professionals related to my field.

Loren B. Fennell I am a full-time student here at MTSU as an undergrad . . . I have done multiple extra-curricular activities within the Murfreesboro area while attending here and moving here from Roanoke, Va. The most recent is attending the Stones River Battlefield for my history of finance class. **#MTEngage**

Cassius Croom I work a part-time job and go to class full time. I went to the Student Success Summit in September and have studied abroad in Spain; I plan to do so again next year! I attended the Creative Writer's Conference in September and went to every meeting the Creative Writing group has had, as well. My major is Social Work, and I plan to fit volunteer hours into my schedule so I can have a better chance to be admitted into the NASW. In my spare time, I usually attend the activities that the RAs at my dorm put together and write! **#MTEngage**

Tracy Madison What I love about academic engagement at MTSU is the connections I made in the process. Involvement in the Honors College, Student Government Association, MTSU Housing and study abroad in Italy have made my collegiate experience richer than I could have ever imagined. I'm thankful that **#MTEngage** will allow incoming students to do the same.

Lori McAllister To me academic engagement means pursuing academic excellence. This semester I've been very engaged with, and have embraced, the tutoring center—specifically for boosting my understanding of chemistry. **#TrueBlue #MTEngage**



Marketing and Communications Campaign

In addition to the items discussed above, another integral part of the actions to be implemented is the MT Engage marketing and communications campaign. After the announcement of MT Engage to the campus community, a plan was developed to raise awareness of MT Engage among faculty, staff, and administrators. Town Hall meetings were held during Spring 2015 and Fall 2015, and a summary from those meetings was distributed to the campus community. At the Fall 2015 Faculty Meeting, the president provided a summary of MT Engage and encouraged faculty to provide feedback. At the luncheon following the meeting, each faculty member received a FAQ handout about MT Engage. Additionally, a contest was held via email to provide basic information about MT Engage. To participate in a drawing for a free parking space on campus, faculty, staff, and administrators were required to correctly answer questions on a survey about MT Engage. This awareness campaign had 344 participants. To continue raising awareness of MT Engage among faculty, a presentation will be made at a new faculty orientation workshop each year.



A plan was also developed to raise awareness of MT Engage among students. As noted earlier, CUSTOMS, MTSU's new student orientation program, will be a major focus of the student awareness campaign, along with college advisors, who will play a key role in promoting MT Engage to students. Social media also will play a large role in the continuing communication plan. A Facebook contest was held in Fall 2015 to capture what academic engagement meant to MTSU students. Students who participated were eligible to be part of a drawing for ten \$25 gift cards. This resulted in 129 entries, with 23 students commenting on the MT Engage Facebook page.



The MT Engage Office will oversee the ongoing marketing and communications plan to effectively promote academic engagement and the value of integrative thinking and reflection on campus. Also the MT Engage website will feature stories and videos of students and faculty who are participating in MT Engage courses. These will be featured in news releases as well as social

media. Below is a summary of the Marketing and Communications Plan. The Marketing and Communications budget for five years can be found in the Resources section (Section IX, starting on page 52) of this report.

MT Engage Marketing and Communications Plan

Marketing Objective

To increase awareness of our QEP, MT Engage, along with its learning objectives and program goals to students, faculty, staff, administrators, and parents

Audience(s)

- Future MTSU freshmen (through Facebook, admissions, dual enrollment students)
- Off-campus students (email, posters/flyers at sites, off-campus faculty)
- Faculty (Faculty Fair, New Faculty Orientation, Fall Faculty Meeting)
- On-campus students (see below)

Proposed Print, Video, and Web Advertising

- MTSU home page (once each semester)
- *Sidelines* student newspaper
- Display cases and information boards
- Facebook
- Twitter
- MT Engage webpage (post highlights of students and faculty)
- CUSTOMS parent video
- CUSTOMS student video
- Admissions booklet
- MTSU Information for Parents book
- MTSU Freshman Information book
- Week of Welcome (video and events)

Proposed Sponsored and Co-Sponsored Events

- Habitat for Humanity build with Center for Student Involvement and Leadership (CSIL)
- MT Engage Week (Fall 2016)
- Connection Point events (Fall and Spring)
- Student organization fairs with CSIL
- Freshman Day of Service with the Student Government Association

Proposed Branded Promotional Items

T-shirts, pens, sunglasses, buttons, notepads, screen savers



VIII.

Organizational Structure

Administrative Structure

In order to support the goal of creating a culture of engaged learning at MTSU and to support students' integrative learning, an administrative structure will be created. An MT Engage Office will be established to focus on implementing the initiatives discussed in this report. The ongoing success of MT Engage depends on a central office to conduct assessment, make improvements and changes as needed, and solicit feedback. The MT Engage Office will report to the Office of the Provost and initially will be staffed by a 12-month part-time faculty fellow serving as the first MT Engage Director; a full-time MT Engage Assistant Director; a part-time faculty fellow serving as the Assessment Coordinator; and a 20-hour technical clerk. These positions will be staffed beginning July 2016. It is envisioned that the program will grow to the point that by year three, a full-time faculty director will be hired in place of the 12-month part-time faculty fellow. In addition, the QEP Leadership Team, MT Engage Oversight Committee, the Learning Teaching and Innovative Technologies Center (LT&ITC), Institutional Effectiveness Planning and Research (IEPR), and MT Engage faculty will provide project support.

MT Engage Director

As noted in the job description (see page 50), the Director will provide leadership for the MT Engage Foundation and Major Pathways initiatives, as well as the MT Engage Faculty Development initiative. The Director will supervise the Assistant Director and Technical Clerk and oversee the work of the Assessment Coordinator, thereby ensuring that the assessment and evaluation plan is implemented. The Director will collaborate with the LT&ITC to provide faculty development. It is expected that this person will have faculty credentials. In the first two years of the project, the Director will be a 12-month part-time faculty fellow receiving reassigned time from teaching in the fall and spring semesters and summer pay to direct MT Engage and will teach MT Engage course(s) for his or her academic department. The five-

year budget shows that by year three, a full-time faculty director will be hired if the program meets expected goals and outcomes.

MT Engage Assistant Director

This administrative position will focus on the MT Engage Experiences and Recognition initiatives and other student-related aspects of the QEP. In addition, the Assistant Director will oversee the marketing and communications plan (see pages 50–51).

MT Engage Assessment Coordinator

The Assessment Coordinator will collaborate with IEPR to conduct assessment and evaluation of the project. It is expected that this person will have faculty credentials. The Assessment Coordinator will be a part-time faculty fellow receiving reassigned time from teaching in the fall and spring semester and summer pay to lead the assessment of MT Engage (see page 51).

Technical Clerk

A 20-hour Technical Clerk will provide administrative and fiscal assistance.

QEP Leadership Team

The existing four QEP subcommittee chairs and SACSCOC liaison will continue to serve as the QEP Leadership Team. The QEP Leadership Team will be able to provide context as to how the plan was developed and why certain aspects were adopted. The QEP Leadership Team Chair, Dianna Rust, will meet regularly with the MT Engage Director to ensure that the plan is being implemented as envisioned.

MT Engage Oversight Committee

The MT Engage Oversight Committee will involve broad representation from the University community and will be chaired by the MT Engage Director. The Provost will officially appoint the members. The committee will include one faculty member from each college—when possible, this should be a faculty participating in MT Engage—and three student representatives. Additional

representatives will include a member from the Faculty Senate, LT&ITC, Information Technology Division, Center for Student Leadership and Involvement (CSIL), University Writing Center, Digital Media Studio, Career Center, Chairs Council Executive Council, IEPR, and the Vice Provost for Student Success. The Oversight Committee will act in an advisory role to the MT Engage Director. Annually the committee will review MT Engage policy and procedures; review progress toward the program goals; and review assessment data in order to make recommendations for changes and improvements. The Oversight Committee will also serve as ambassadors for the program to the University community by promoting MT Engage in their colleges/divisions and soliciting participants for the MT Engage FLCs and the Summer Institute. As needed, the Oversight Committee will assist in determining budget priorities.

MT Engage Faculty

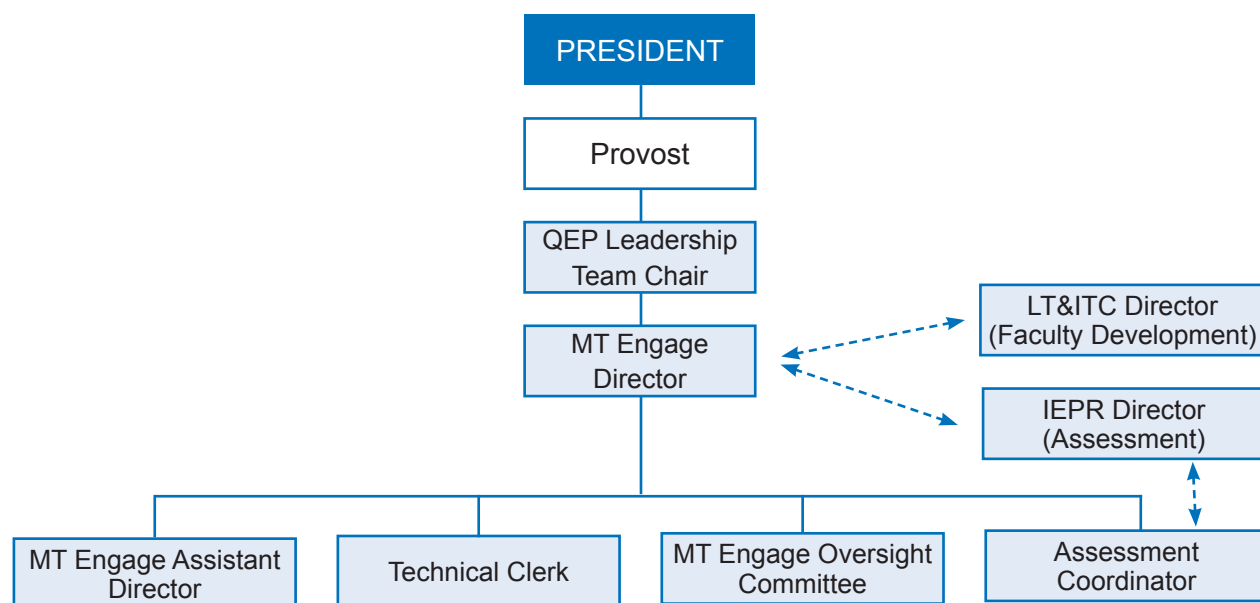
Faculty who align their courses with MT Engage components, including the integrative-thinking and reflection student-learning outcome, will receive compensation for serving as assessors of student work placed in the ePortfolio. MT Engage faculty will also conduct MT Engage workshops for faculty and lead the FLCs and Work Groups.

Graduate Students/Student Workers

As mentioned earlier, in-kind supports are provided by several units on campus including the University Writing Center (UWC), Library Technology Services (LTS), and the Digital Media Studio (DMS). These offices will use existing staff to support MT Engage. However, additional dollars are allocated for additional DMS and LTS student workers and UWC graduate assistants as the program grows.

Fig. 7

ORGANIZATIONAL STRUCTURE



Position Descriptions

MT Engage Director Position Description

The Director will provide leadership to this initiative beginning with the later phases of program development through early implementation, after which time, a search for a full-time director will be conducted. MT Engage is a part of MTSU's Division of Academic Affairs. The Director will report to the Office of the University Provost and will be part of the QEP Leadership Team. The MT Engage Director will provide leadership to the MT Engage Foundation, MT Engage Major Pathways, and the MT Engage Faculty Development initiative. The Director will oversee the Assessment Coordinator to ensure the implementation of the assessment and evaluation components of the project.

Primary Responsibilities

1. Program development and administration
 - a. Overall responsibility for managing all aspects of the MT Engage program
 - b. Lead spokesperson
 - c. Convene and work with MT Engage Oversight Committee
2. Staffing
 - a. Recruit, hire, supervise MT Engage staff
 - b. Recruit and staff MT Engage one-hour practicum course (not offered until year 2)
3. Course and program recruitment
 - a. Oversee the approval of course applications for MT Engage designation
 - b. Meet with faculty and departments to recruit courses/majors for MT Engage
4. Faculty development
 - a. Liaison to LT&ITC
 - b. Approve all MT Engage FLCs and PLCs
 - c. Coordinate summer institute with LT&ITC to provide MT Engage faculty professional development
 - d. Recruit and conduct workshops on MT Engage through the LT&ITC

5. Assessment
 - a. Oversee work of Assessment Coordinator
 - b. Make program improvements based on analysis
6. Teach at least one MT Engage course per semester
 - a. Include all MT Engage components in course
 - b. Utilize ePortfolio software within course
7. Reporting
 - a. Assist IEPR with Performance Funding Report
 - b. Verify yearly records of all progress to SLOs and Program Goals in current University system (TK20)

Minimum Qualifications: Academic credentials to secure tenure in an MTSU department; Ph.D. or other terminal degree; tenure at this or another institution; record of commitment to undergraduate teaching and learning; minimum of five years teaching experience; knowledge of academic engagement strategies

Preferred: Knowledge about ePortfolios and their use in academic settings; familiar with SACSCOC QEP requirements; prior administrative experience; knowledge of learning outcomes and assessment

MT Engage Assistant Director Position Description

This administrative position will focus on the MT Engage Experiences and MT Engage Recognition initiatives and other student-related aspects of the plan. In addition, the Assistant Director will oversee the marketing and communications plan.

1. Program development and administration
 - a. Assist director as needed
 - b. Oversee MT Engage Experiences Initiatives
 - i. Coordinate the MT Engage week each fall

- ii. Create and update MT Engage Experiences database
 - iii. Conduct workshops about ePortfolios and integrative thinking and reflection with DMS, UWC, and Career Center
- c. Implement all aspects of the MT Engage Recognition initiative
 - i. Coordinate annual student reception
 - ii. Manage the MT Scholarship Award application process and monitoring of scholarships
 - iii. Manage the senior ePortfolio award process
 - iv. Develop and oversee MT Engage electronic badge program
- 2. Assessment
 - a. Work with IEPR to
 - i. Oversee all surveys for students
 - ii. Create summary and comparative reports
- 3. Marketing
 - a. Implement the Marketing and Communications plan
 - i. Program promotion to students
 - ii. Maintain website, Facebook page, other social media
 - iii. Highlight MT Engage faculty and student accomplishments through media
- 4. Reporting
 - a. Assist in entering and maintaining yearly records of all progress to SLOs and Program Goals in current University system (TK20)

Proposed minimum qualifications: Bachelor's degree; two years professional full-time experience; ability to work well with students

Preferred qualifications: Master's degree; Prior experience in higher education, program development and implementation, and with marketing and communication strategies

MT Engage Assessment Position Description

- 1. Assessment
 - a. Work with IEPR to:
 - i. Oversee all surveys for faculty
 - ii. Create survey summative and comparative reports
 - iii. Review, analyze, and report summary from rubric indicators from MT Engage individual course assessments
 - iv. Coordinate ePortfolio reviews and analyze and report rubric indicators from MT Engage ePortfolio submissions
 - v. Analyze totality of MT Engage assessment data and make recommendations for improvements based on analysis
- 2. Reporting
 - a. Enter and maintain yearly records of all progress to SLOs and program goals in current University system (TK20)
 - b. Assist IEPR with Performance Funding Report
 - c. Prepare and present reports to the MT Engage Oversight Committee

Minimum Qualifications: Ph.D. or other terminal degree; record of commitment to undergraduate teaching and learning; knowledge of learning outcomes and assessment practices; background in statistical analysis; experience analyzing large quantitative and qualitative data sets; knowledge of survey construction and analysis

Preferred: Familiar with SACSCOC QEP requirements; familiar with use of rubrics for assessment



IX.

Resources

Middle Tennessee State University has sufficient resources to implement and sustain MT Engage. Discussions of the resource needs of this QEP began in Fall 2014 after the Resources Subcommittee was formed. The Resources Subcommittee met regularly in Spring 2015 to determine personnel and financial needs and to develop a list of budget line items that would be necessary to implement and continue MT Engage through the five-year cycle. In April 2015, during the annual budget hearing process, a draft budget was presented to the Provost who presented the MT Engage budget to the vice presidents. MTSU President Sidney A. McPhee was also presented with the MT Engage budget in Fall 2015. Based on discussions with the QEP Subcommittee Chairs, the Resources Subcommittee, and the SACSCOC Leadership Team, the MT Engage budget was developed. Financial and personnel support for MT Engage over five years has been pledged.

The MT Engage budget is divided into a year of planning (FY 2015–2016) and five years of implementation. All monies come from existing or reallocated funds. Existing funds of \$112,000 (estimated through June 30, 2016) for the planning year become recurring beginning in year 1 (FY 2016–2017) and will be supplemented with an initial \$150,000 increase in recurring funding. Also in year 1 of implementation, there are some one-time expenditures of approximately \$30,000, which are shown in Appendix F. Small increases in recurring funding are anticipated as the program grows, and these are shown in the budget. Budget allocations are broken into the following major categories: (1) personnel; (2) faculty development; (3) marketing; (4) student incentives; (5) operating expenses; and (6) assessment (see Appendix F for five-year line-item budget).

Table 5

BUDGET OVER FIVE YEARS BY CATEGORY

Description	Year 1 (FY 16–17)	Year 2 (FY 17–18)	Year 3 (FY 18–19)	Year 4 (FY 19–20)	Year 5 (FY 20–21)
Personnel*	\$130,300	\$149,090	\$222,106	\$243,536	\$246,938
Faculty Development	\$71,325	\$66,325	\$67,325	\$67,325	\$67,325
Marketing/MT Engage Events	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000
Student Incentives**	\$6,950	\$7,950	\$13,100	\$15,200	\$17,200
Operating	\$10,900	\$10,900	\$10,900	\$10,900	\$10,900
Assessment (Materials and Coordinator)	\$22,000	\$26,300	\$31,300	\$35,600	\$35,600
Totals by FY	\$262,475	\$281,565	\$365,731	\$393,561	\$398,963
Total Over 5 Years	\$1,702,295				

* Estimate that by Year 3, move to a full-time director in place of 12-month faculty fellow.

** Proposed scholarship dollars not included in this total.

The MT Engage five-year budget includes additional personnel to directly support the implementation and assessment of the program starting in year 1 as follows: (1) a 12-month part-time faculty fellow will serve as the MT Engage Director; (2) a full-time MT Engage Assistant Director; and (3) a 20-hour technical clerk. These positions will begin July 2016. Funding for the MT Engage Director includes reassigned time for fall and spring and summer pay. It is envisioned that the program will grow to the point that in year 3, a full-time faculty director will be hired in place of the 12-month part-time faculty fellow. These positions provide the organizational structure for the QEP.

Resources (average \$68,000/year) are dedicated to annual professional development for faculty and faculty groups. This includes funding for (1) FLCs/ Work Groups, (2) PLCs, (3) a Summer Institute, and (4) one-day training sessions targeted to adjuncts and FTTs.

Other resources are targeted to marketing and student incentives (see Marketing Budget at right). This plan was previously outlined in Section VI.

Actions to be Implemented. Annual scholarship dollars of up to \$45,000 in 2018–2019 and up to \$90,000 each year thereafter will support the MT Engage Scholarship Award. Scholarship awards will be funded by new dollars received by donors to the University. These scholarship dollars are not represented in the MT Engage budget shown in Table 5. Operating costs to support membership in professional associations and for travel and supplies, etc. are also included in the budget. Finally, resources to support assessment are included, such as extra compensation for faculty who serve as ePortfolio assessors and monies for materials and survey incentives. Additionally, a part-time faculty fellow will serve as the Assessment Coordinator. This position will also begin July 2016. Funding for the Assessment Coordinator includes reassigned time for fall, spring, and summer pay. As MT Engage develops, adjustments will be made to the budget projections as needed.

In-kind supports are provided by several units on campus, including the University Writing Center (UWC), Digital Media Studio (DMS), Library Technology Services (LTS), Learning, Teaching,

Table 6

MT ENGAGE MARKETING AND COMMUNICATIONS BUDGET YEAR ZERO (FY 2015–2016)

Item	Quantity	Cost (\$)
Promotional Items	Varied	7,788
Student Engagement Events	2	1,800
Banners	12	1,800
Floor Decals	4	1,100
Brochure	4,000	1,000
Student Contest Prizes/ Event Prizes	6	900
<i>Sidelines</i> Advertising 1/4 page	3	750
Pop-Up Banners	2	600
Connection Point Events	4	600
Information Table Tablecloths	2	550
Posters 16x20	50	450
Posters 12x18	250	400
Convocation Flyer	650	390
Tabletop Tents	100	200
CUSTOMS	1	150
Digital Signage on Campus	Multi	75
Advisor Training Flyer	50	30
MT Engage Website	1	0
Feature Spot on MTSU Homepage	3 times per year	0
Marketing Videos	3	0
News Releases and Media Spots	5	0
Feature on Computer Desktops	1,000	0
Social Media	Multi	0
TOTAL		\$18,583

FY 2016–2017 to FY 2020–2021	
Promotional Items, Flyers/Brochures, Events and Event Prizes, etc.	\$5,000 per year

and Innovative Technologies Center (LT&ITC), and Information Technology Division (ITD), as well as the IEPR Office. These offices will use existing staff to support MT Engage. For example, the LT&ITC staff consists of two codirectors Barbara Draude, representing ITD, and Faye Johnson, representing Academic Affairs, and the Director of Faculty Development (1/2-time faculty member), the Director of Teaching Excellence (1/2-time faculty member), a full-time (40-hr/week) Instructional Design Specialist, and a full-time (20-hr/week) Graduate Assistant. As noted in the budget, dollars are allocated for additional DMS student workers and UWC graduate assistants as the program grows. Additional in-kind support comes in the form of faculty and adjuncts who will teach the redesigned MT Engage sections. These positions are funded through academic department budgets and the Academic Affairs budget.

We anticipate that the MT Engage program will be located in approximately 836 square feet of space in Murphy Center. The Murphy Center space would include offices for the Director, Assistant Director, and Assessment Coordinator, as well as a reception area with a desk for the Technical Clerk. This space would also include a storage/work room area. In close proximity to the office space is a conference room which can be reserved by MT Engage staff. The Murphy Center location is currently available but will need renovation. Renovation costs and timeline are being determined. In the interim, temporary space has been allocated in the James E. Walker Library. This includes storage space as well as

three offices. A conference room in the Walker Library is available upon request.

The proposed total budget for 2015–2016 for Middle Tennessee State University is approximately \$309,755,200 for Education and General. At less than one tenth of 1% (.084%) of MTSU's total budget, the annual QEP budget will not place a financial burden on the University. As of fiscal year ending 2015, the university had \$50,170,575.48 in unrestricted net positions, \$86,138,723.43 in current assets, and \$52,155,289.35 in current liabilities. For fiscal year 2013–2014, the University's net tuition revenues were \$125,506,525.24, and state appropriations were \$82,001,391.50. During fiscal year 2014–2015, net tuition revenues of the University were \$128,423,342.20, and state appropriations totaled \$83,799,712.50.

The final state budget as proposed by Governor Haslam and subsequently approved by the state legislature included a reduction adjustment in state funding for MTSU under the Tennessee Higher Education Commission (THEC) Outcomes Based Funding Formula, and additional enhancement funds for improvements under the formula. The net effect was a small state appropriation increase for the University for 2015–2016.

Although Fall 2015 enrollment was down 1.0% in headcount and 2.0% in FTE, decreased revenue from this slight decline in enrollment will be managed centrally by the University without affecting academic departmental budgets. The TBR approved a 3.1 percent tuition increase for the University for FY 2015–2016. New funds from this increase will (1) cover some inflationary cost, (2) help fund the University's portion of the salary increase, (3) cover faculty promotion salary increases, and (4) provide funds to ensure that facilities, technology, and resources are available to support student success. Although enrollment has declined over the past three years, the University is committed to recruiting more students who value academic success and to enhancing the academic experience for these students through initiatives of our *Quest for Student Success* and MT Engage.



X.

Assessment

The MT Engage Office, with support from the IEPR Office, will have the primary responsibility for leading systematic assessment and evaluation, including an annual report as part of the Tennessee Higher Education Commission's (THEC) Strategic Plan report.

The student-learning outcome for MT Engage is “[Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.](#)” This student-learning outcome has five indicators, adapted from the AAC&U VALUE rubric on integrative learning:

1. The ability to connect relevant experiences and academic knowledge (connections to experience);
2. The ability to make connections across disciplines and perspectives (connections to discipline);
3. The ability to adapt and apply information to new situations (transfer);
4. The ability to use effective, appropriate, and various forms of communication to enhance the quality of their assignments (effective and integrated communication); and
5. The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts, especially as it relates to their personal and professional development (self-assessment and reflection).

Data on the five indicators of integrative thinking and reflection will be collected using specially designed rubrics and surveys. Incoming freshmen will be the target group for participation—particularly those enrolled in UNIV 1010, the University Seminar course offered to incoming freshmen.

MT Engage has two program goals derived from the University mission, as well as current initiatives.

Program Goal 1: To foster a culture of engaged learning.

Program Goal 2: To improve student retention, progression, and graduation.

With the assistance of MTSU's IEPR Office and the Registrar's Office, course attributes will be assigned to MT Engage course sections so that students who have enrolled in one or more sections of MT Engage courses can be tracked; the course attribute “AMTE” was selected for use in the Banner system. Additional codes will make it possible to determine which students take MT Engage courses in their majors or minors, and which students complete and submit an ePortfolio at the two-year and four-year time points. The IEPR Office will create a dashboard to collect, analyze, and report information on both program goals. See Table 7 for Program Goal Measures

Description of Measures

In order to assess the five indicators of the student-learning outcome, several surveys and rubrics were adapted or created for use as pre-program assessments, post-program assessments, and interim progress indicators. These same surveys and rubrics, along with data from the IEPR data dashboard, will be used to assess the two program goals.

Indirect Measures

- A 20-item *Pre-Program Survey* that specifically addresses students' past experiences with reflection and integrative thinking will be used to measure students' perceptions of their ability regarding the five integrative-thinking and reflection indicators above. Items were adapted from Sobral's (2000) Scale of Reflection-in-Learning and require students to consider the extent to which they have engaged in different educational or learning activities in the past (e.g., “Integrated all topics in a course with those of other courses and activities.”). Items are scored on a scale of 1 to 7, with 1 being “very untrue of me” or “never true” and 7 being “very true of me” or “always true.” This survey can be found in Appendix G.

- A 15-item *End-of-Course Survey* will be used to assess the extent to which students who are enrolled in MT Engage courses report having experienced activities representative of the five integrative-thinking and reflection indicators in their coursework (relative to non-MT Engage courses or sections of courses). Most items will be scored on a scale of 1 (strongly disagree) to 7 (strongly agree) (e.g., “This course required me to make connections across course activities and course material.”). This survey will be administered at the same time as University-sanctioned course evaluations near the end of each semester. This survey can be found in Appendix H.
- A 23-item *End-Of-Program Survey* will be used to assess students’ experiences with the MT Engage program and their coursework, specifically the extent to which completing an ePortfolio was useful and the extent to which their integrative-thinking and reflection skills improved. All questions are scored on a scale of 1 (strongly disagree) to 7 (strongly agree). Baseline data on some of the End-of-Program Survey questions will be collected by sending a survey to MTSU seniors in Spring 2016 and Fall 2016. This survey can be found in Appendix I.
- Faculty who submit materials to teach an MT Engage course and attend either an MT Engage FLC/Work Group or MT Engage Summer Institute will be asked to complete the *Faculty Activity Survey*. This survey, adapted from the 2013–2014 Higher Education Research Institute (HERI) Faculty Survey Questionnaire, is designed to document faculty members’ past or current teaching activities and pedagogical practices in the classroom prior to teaching the MT Engage course. At the end of the five-year cycle, these same faculty will be asked again to complete the survey documenting their teaching practices in the MT Engage program. This survey can be found in Appendix J.
- The *MTSU-Student Engagement Survey* (MTSU-SES) will be used to assess students’ experiences with different types of high engagement pedagogies, as well as other indicators of engagement (e.g., community involvement, campus involvement, and civic engagement). This survey will be administered to incoming freshmen during CUSTOMS student orientation, as well as at the end of the sophomore year (i.e., end of two-year program) and senior year (i.e., end of four-year program) to students who have taken MT Engage classes or submitted an ePortfolio and a random sample of students from the same cohort who are non-MT Engage participants. The sophomore two-year and senior four-year versions will also include a re-presentation of items on the Pre-Program Survey to assess perceived changes in students’ integrative-thinking and reflection skills. The freshman and senior versions of the survey can be found in Appendix K. The sophomore version is similar to the senior version included in the appendix.

Direct Measures

- The *Integrative-Thinking and Reflection Rubric*. This rubric is adapted from the AAC&U VALUE rubric on integrative learning. It assesses five indicators of integrative thinking and reflection. It will be used by faculty teaching MT Engage courses to assess students’ signature assignments/ culminating assignments (i.e., artifacts that will go in the ePortfolio) and reflective writing pieces. MT Engage instructors will be trained (during learning communities and summer institutes) in the use of the Integrative-Thinking and Reflection rubric before teaching an MT Engage course. A sample of these Integrative-Thinking and Reflection rubrics will be taken for assessment purposes. The sampling framework will be developed by the Assessment Coordinator in consultation with IEPR. The number of classes within a discipline and overall will be a function of the number of participating faculty. This rubric can be found in Appendix A.
- The *ePortfolio Rubric*. This rubric, modified from the Integrative-Thinking and Reflection rubric described above, will be used to assess the entire ePortfolio on the five student-learning outcome indicators. MT Engage

instructors will be eligible to be ePortfolio assessors. Faculty assessors will be trained in the use of the Integrative-Thinking and Reflection rubric and norming exercises will be held before assessment begins. This rubric can be found in Appendix L.

Student-Learning Outcome Assessment

Year 0 (2015–2016) During [Fall 2015](#), pilot testing began in select redesigned sections of UNIV 1010. Students enrolled in eight pilot sections of MT Engage UNIV 1010 completed 10 redesigned weekly activities (e.g., reflections, group activities, beyond-the-classroom experiences) for the course, in addition to the Pre-Program Survey and the End-of-Course Survey. Students in the pilot sections of MT Engage UNIV 1010 did not know their course sections differed from other sections prior to the start of classes. To determine whether students enrolled in the MT Engage sections of UNIV 1010 reported being more engaged than students in non-MT Engage sections of the course, students in the eight pilot sections of UNIV 1010 and eight regular sections of UNIV 1010 completed the End-of-Course Survey when course evaluations were conducted. Results from the Fall 2015 pilot are still being analyzed.

Also, at the end of [Fall 2015](#), faculty who participated in the UNIV 1010 pilot reported on their assignments (pros and cons), usage of the Integrative-Thinking and Reflection Rubric, and usage of surveys. Data from the surveys will be analyzed for reliability, validity, and usability. Any changes to the piloted surveys and assignments will then be made. The revised integrative-thinking and reflection assignments for UNIV 1010 will be distributed to a faculty member piloting an MT Engage section of the course in Spring 2016.

During [Spring 2016](#), pilot testing began in select redesigned sections of courses. Faculty in these classes will pilot test their integrative-thinking and reflection assignment(s), the rubric, and the End-of-Course Survey. Once again, additional non-MT Engage sections of these same courses will be surveyed using the End-of-Course Survey to determine whether students in the two types of courses report differences in engagement.

The entire ePortfolio template will be piloted with several students during Spring 2016.

Year 1 (2016–2017) Baseline data for students' learning outcomes will be collected during [Summer 2016](#) using incoming freshmen who are on campus for CUSTOMS. Students at each CUSTOMS session will be asked to complete the Pre-Program Survey and the freshman version of the MTSU-SES on a computer prior to pre-registering for Fall 2016 courses; department and college advisors will encourage students to enroll in at least one MT Engage course during Fall 2016—UNIV 1010 or another general-education/lower-division course. Data collected during Summer 2016 as part of CUSTOMS will be analyzed to establish baseline data for Cohort 1.

During [Fall 2016](#), additional sections of UNIV 1010 for MT Engage will be offered using the course outline finalized during Spring 2016. This is especially important because most of the instructors for UNIV 1010 are adjuncts or administrators and staff who only teach that course and who may only teach one section. Thus, without having a course outline and a common syllabus that specifies options for within-the-course and beyond-the-course integrative-thinking/reflection assignments and requirements for the class, there would not be uniformity in the offering of MT Engage sections of UNIV 1010. Other approved sections of MT Engage general-education/lower-division courses also will be offered during Fall 2016. All students enrolled in an MT Engage course will contribute a signature course assignment or culminating course project to their ePortfolio MT Engage template within D2L, the University's learning management system, and complete an End-of-Course Survey during the course-evaluation period. Faculty will use the Integrative-Thinking and Reflection Rubric to grade ePortfolio course assignment(s). This rubric may be embedded in the learning management system so that faculty can easily access it, and the results will be available to the MT Engage Office. Faculty who prefer to submit the rubric results outside of D2L may do so. A sample of rubrics will be taken for assessment purposes.

During [Spring 2017](#), additional general-education and lower-division courses will be added to the MT Engage curriculum, and department advisors

Table 7

PROGRAM GOAL MEASURES, BENCHMARKS, AND DATES OF ASSESSMENT

Outcome/Goal	Measure	Benchmark	Assessment Date
Program Goal 1	A: MTSU-SES results: comparison scores on select questions (4 year v. 2 year v. baseline) for each cohort of MT Engage students & gain scores	Test for significant differences	Assessed annually beginning 2016–2017
Program Goal 1	B: MTSU-SES results: Comparison scores of MT Engage vs. non-MT Engage students at 2-year & 4-year marks; comparison of gain scores and group comparisons	Test for significant differences	Assessed annually beginning 2016–2017
Program Goal 1	C: End-of-Program survey item	% at benchmark; See Fig. 9	Assessed annually beginning 2019–2020
Program Goal 1	D: End-of-Course survey item	% at benchmark; See Fig. 9	Assessed by semester annually beginning Fall 2016
Program Goal 1	E: Faculty Activity survey: pretest/posttest change scores	Test for significant differences	Pretest scores assessed annually beginning 2016–2017; Posttest scores assessed 2020-2021
Program Goal 1	F: University data: Number of faculty participating in learning communities, summer institute and workshops for MT Engage	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	G: Number of different faculty offering approved MT Engage courses each year	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	H: University data: Number of students enrolled in MT Engage courses each year	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	I: University data: Number of students submitting MT Engage ePortfolios at 2-year/midpoint mark	Goal varies by year; See Fig. 9	Assessed annually beginning Spring 2018
Program Goal 1	J: University data: Number of students graduating from MT Engage program	Goal varies by year; See Fig. 9	Assessed annually beginning 2019–2020
Program Goal 1	K: University data: Number of colleges participating	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	L: University data: Number of departments offering lower-division coursework	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	M: University data: Number of departments offering upper-division coursework in the program	Goal varies by year; See Fig. 9	Assessed 2018–2019, 2019–2020, and 2020–2021
Program Goal 1	N: University data: Number of MT Engage Major Pathways	Goal varies by year; See Fig. 9	Assessed annually beginning 2018–2019
Program Goal 1	O: University data: Number of approved MT Engage general-education classes	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	P: University data: Number of sections of MT Engage courses offered a semester/year	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 1	Q: University data: Number of MT Engage courses offered a semester/year	Goal varies by year; See Fig. 9	Assessed annually beginning 2016–2017
Program Goal 2	University data: Students who enroll in MT Engage sections of general-education courses are more likely to pass those courses than students who enroll in the same course that is not designated as MT Engage	Test for significant differences	Assessed annually by cohort beginning 2016–2017
Program Goal 2	University data: Students who enroll in an MT Engage course their first semester are more likely to enroll at MTSU the next semester.	Test for significant differences	Assessed annually by cohort beginning 2016–2017
Program Goal 2	University data: Students who enroll in MT Engage courses as freshmen are more likely to return to MTSU their sophomore, junior, and senior years.(tracked annually by cohort)	Test for significant differences	Assessed annually by cohort beginning 2016–2017
Program Goal 2	University data: Students who enroll in MT Engage courses are more likely to graduate in 4 or 5 years, compared to other students.	Test for significant differences	Assessed annually by cohort beginning Spring 2020

will continue to encourage students to sign up for at least one MT Engage course a semester so that four courses are completed by the end of the sophomore year. All students enrolled in an MT Engage course during Spring 2017 will contribute the signature course assignment to their ePortfolio and complete an End-of-Course Survey during the course-evaluation period. Faculty will use the Integrative-Thinking and Reflection Rubric to grade those course assignments that have been specifically designated for the ePortfolio. This rubric may be embedded in the learning management system so that faculty can easily access it, and the results will be available to the MT Engage Office. Faculty who prefer to submit the rubric results outside of D2L may do so. A sample of these rubrics will be taken for assessment purposes.

Year 2 (2017–2018) During [Summer 2017](#), a second cohort of incoming freshmen (i.e., Cohort 2) will complete the Pre-Program Survey and MTSU-SES during pre-registration and enroll in UNIV 1010 and/or other MT Engage sections of general-education/lower-division courses. Students in Cohort 1 will have additional course opportunities from which to choose their MT Engage courses, as more MT Engage courses come online. Each semester, students in both cohorts will complete End-of-Course Surveys and add content to their ePortfolios for each MT Engage course in which they are enrolled, as required by the program. Faculty will use the Integrative-Thinking and Reflection Rubric to grade ePortfolio signature course assignments. This rubric may be embedded in the learning management system so that faculty can easily access it, and the results will be available to the MT Engage Office. Faculty who prefer to submit the rubric results outside of D2L may do so.

At the end of [Spring 2018](#), those students from Cohort 1 who have enrolled in at least four MT Engage courses will complete the End-of-Program Survey and turn in their ePortfolios to the MT Engage Assessment Coordinator; at this time, ePortfolios should have a minimum of four artifacts (one for each MT Engage course), as well as responses to various prompts about learning that took place during the first two years at MTSU. The ePortfolio template can be found on pages

62–63. Finally, a randomly selected subgroup of students from Cohort 1 (defined here as students who were entering freshmen in Fall 2016) will be invited to complete another online version of the MTSU-SES to mark the end of the initial two-year MT Engage program. Results from this survey will allow for a comparison of the experiences reported by both MT Engage and non-MT Engage students. Data collected during Summer 2017 as part of CUSTOMS will be analyzed to establish baseline data for Cohort 2.

During [Summer 2018](#), sophomore (two year) ePortfolios from Cohort 1 will be assessed using the ePortfolio rubric. Additional analyses will be conducted using data from the two-year MTSU-SES and the End-of-Program Survey.

Year 3 (2018–2019) During [Summer 2018](#), a third cohort of incoming freshmen (i.e., Cohort 3) will complete the Pre-Program Survey and MTSU-SES during CUSTOMS sessions and enroll in UNIV 1010 and/or other MT Engage sections of general-education/lower-division courses for Fall 2018. Data collected during Summer 2018 as part of Cohort 3 CUSTOMS sessions will be analyzed to establish baseline data for Cohort 3. For [Fall 2018](#), students in Cohort 2 will enroll in additional general-education and lower-division sections of MT Engage courses, such that a total of two courses are taken the sophomore year. Also, students in Cohort 1 who are continuing in the four-year MT Engage program will enroll in upper-division courses in their majors or minors. Each semester, students in all three cohorts will complete End-of-Course Surveys and add content to their ePortfolios for each MT Engage course in which they are enrolled, as required by the program. Faculty will use the Integrative-Thinking and Reflection Rubric to grade ePortfolio signature course assignments. This rubric may be embedded in the learning management system so that faculty can easily access it, and the results will be available to the MT Engage Office. Faculty who prefer to submit the rubric results outside of D2L may do so.

At the end of [Spring 2019](#), those students in Cohort 2 who have enrolled in at least four MT Engage course sections will complete the End-of-Program Survey and submit their completed ePortfolios to the MT Engage Assessment

Coordinator; ePortfolios should have a minimum of four artifacts (one for each MT Engage course), along with responses to various prompts about learning that took place during the first two years at MTSU (see earlier description of the ePortfolio template on pages 62–63). Finally, a randomly selected subgroup of students from Cohort 2 (defined here as students who were entering freshmen in Fall 2017) will be asked to complete an online version of the MTSU-SES to mark the end of the initial two-year MT Engage program.

During [Summer 2019](#), data from the End-of-Program Surveys for Cohort 2 will be analyzed for change, and ePortfolios for Cohort 2 will be assessed using the ePortfolio rubric.

Year 4 (2019-2020) During [Summer 2019](#), a fourth cohort of incoming freshmen (i.e., Cohort 4) will complete the Pre-Program Survey and the MTSU-SES during CUSTOMS sessions and enroll in UNIV 1010 and/or other MT Engage sections of general-education courses for [Fall 2019](#). Data collected during Summer 2019 as part of CUSTOMS will be analyzed to establish baseline data for Cohort 4. For [Fall 2019](#), students in Cohort 3 will enroll in additional general-education and lower-division MT Engage courses, and students in Cohorts 1 and 2 will enroll in MT Engage sections of upper-division coursework in their programs of study, majors and/or minors (as available). Each semester, students in all four cohorts will complete End-of-Course Surveys and add content to their ePortfolios for each MT Engage course in which they are enrolled, as required by the program. Faculty will use the Integrative-Thinking and Reflection Rubric to grade ePortfolio signature course assignments. This rubric may be embedded in the learning management system so that faculty can easily access it, and the results will be available to the MT Engage Office. Faculty who prefer to submit the rubric results outside of D2L may do so. A sample of these Integrative-Thinking and Reflection rubrics will be taken for assessment purposes.

At the end of [Spring 2020](#), those students from Cohort 3 who have enrolled in at least four MT Engage course sections will complete the End-of-Program Survey and turn in their ePortfolios to the MT Engage Assessment Coordinator; ePortfolios

should have a minimum of four artifacts (one for each MT Engage course), along with responses to various prompts about learning that took place during the first two years at MTSU. A randomly selected subgroup of students from Cohort 3 (defined here as students who were entering freshmen in Fall 2018) will be asked to complete an online version of the MTSU-SES to mark the end of the initial two-year MT Engage program.

[Spring 2020](#) will mark the end of the first four-year cycle for MT Engage, and students in Cohort 1 (defined here as students who were entering freshmen in Fall 2016) should begin meeting graduation requirements. All Cohort 1 students will be asked to complete an online version of the MTSU-SES to mark the end of the initial four-year MT Engage program. Those students in Cohort 1 who have enrolled in at least six MT Engage courses (18 credit hours) will once again complete the End-of-Program Survey and submit their completed ePortfolios to the MT Engage Assessment Coordinator (see ePortfolio template on pages 62–63).

EPortfolios for Cohorts 1 and 3 will be assessed using the ePortfolio rubric, and analyses will be conducted on all survey data pertaining to students in these two cohorts.

Year 5 (2020-2021) During [Summer 2020](#), a fifth cohort of incoming freshmen (i.e., Cohort 5) will complete the Pre-Program Survey and MTSU-SES during CUSTOMS sessions and enroll in UNIV 1010 and/or other MT Engage sections of general-education/lower-division courses for Fall 2020. Data collected during [Summer 2020](#) as part of CUSTOMS will be analyzed to establish baseline data for Cohort 5. Beginning with [Fall 2020](#), graduate students in select graduate programs will begin enrolling in MT Engage courses in their programs of study, as MT Engage expands to the College of Graduate Studies. Each semester, students in all cohorts will complete End-of-Course Surveys and add content to their ePortfolios for each MT Engage course in which they are enrolled, as required by the program. Faculty will use the Integrative-Thinking and Reflection Rubric to grade ePortfolio signature course assignments. This rubric may be embedded in the learning management system so that faculty can easily access it, and the results

will be available to the MT Engage Office. Faculty who prefer to submit the rubric results outside of D2L may do so. A sample of these Integrative-Thinking and Reflection rubrics will be taken for assessment purposes.

At the end of [Spring 2021](#), those students in Cohort 4 who have enrolled in at least four MT Engage course sections will complete the Two-Year End-of-Program Survey and submit their ePortfolios to the MT Engage Assessment Coordinator. A randomly selected subgroup of students from Cohort 4 (defined here as students who were entering freshmen in Fall 2019) will be asked to complete another online version of the MTSU-SES to mark the end of the first two years.

Students in Cohort 2 who have enrolled in at least six MT Engage courses (18 credit hours) and completed an ePortfolio will take the Four-Year End-of-Program Survey and submit their completed ePortfolio to the MT Engage Assessment Coordinator. All students in Cohort 2 (defined here as students who were entering freshmen in Fall 2017) will be asked to complete an online version of the MTSU-SES to mark the end of the four-year MT Engage program.

ePortfolios for Cohorts 2 and 4 will be analyzed using the ePortfolio rubric, and analyses will be conducted on all survey data pertaining to students in these two cohorts (e.g., a comparison of responses on Pre-Program Survey integrative-thinking and reflection questions to responses on End-of-Program Survey integrative-thinking and reflection questions). A chart showing the timeline of student-learning outcome assessment for the first five years of the MT Engage QEP follows on page 64.



Engage Academically.
Learn Exponentially.
Showcase Yourself.

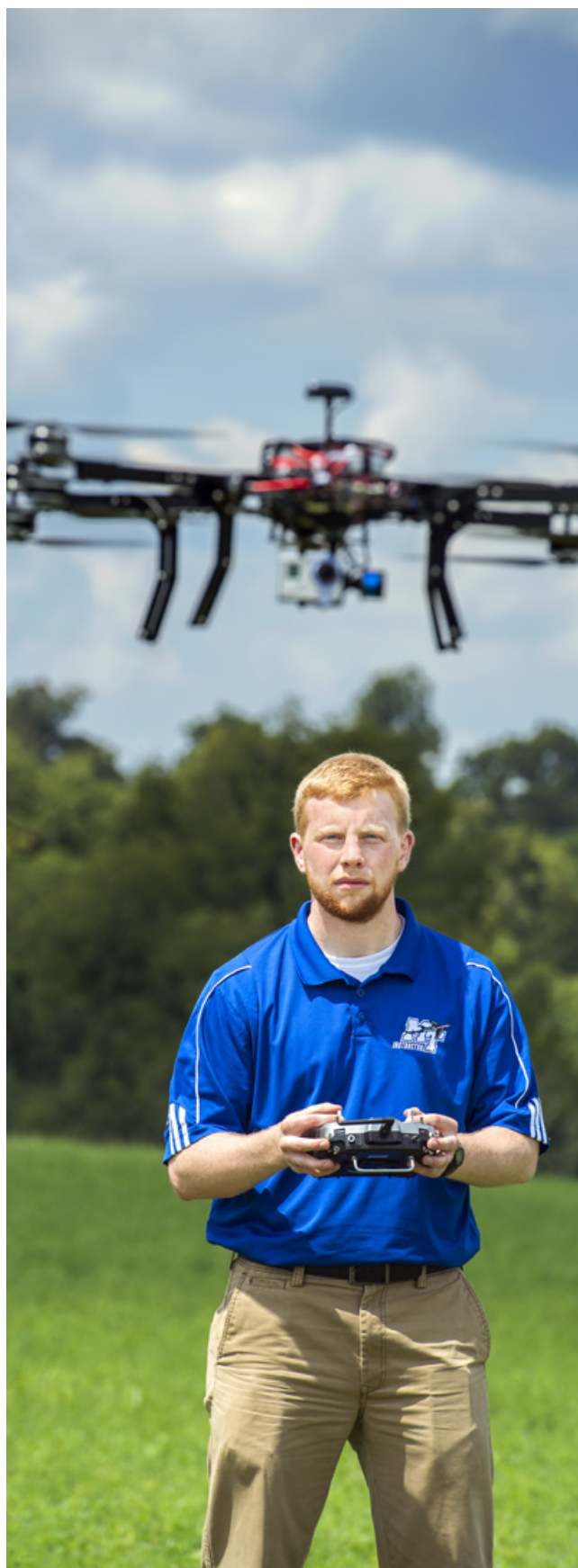


Fig. 8

SELECTED QUESTIONS FROM PROPOSED EPORTFOLIO TEMPLATE

(Adapted from University of Michigan Integrative and Knowledge Portfolio Process
and Indian University Purdue University Indianapolis (IUPUI) Personal Development Plan)

Campus and Community Involvement

1. Describe the (one such) campus/community experience. When and where did it occur? Why did the experience take place? Who was involved? What did you do? What did others do?
2. What were the most important things you learned from this experience? In what ways did you increase your knowledge of yourself as a person, a learner, and an aspiring professional and/or citizen?
3. Why is what you learned in this experience significant or important to you? How does what you learned from this experience relate to your educational and career goals or your discipline? How does it relate to other courses you are taking?
4. Did you use anything you learned in your prior coursework to help you in this experience or could you relate anything you learned in your prior coursework to this experience? If so, describe an example. How will this experience affect your future learning? How will what you learned be helpful in future classes or in future situations?

Work/Academic Showcase

1. *Artifact/Work Example* Attach (or link) a course assignment, paper, project, creative piece, etc. which you judge to be strong evidence of your learning. Be sure that what you include is something you are proud of and want others to view as a representation of your best work.
2. *Description* Provide a brief synopsis of the work “that includes the context and goals of the experience and a summary of lessons learned.”
3. *Knowledge/Skills/Abilities Gained* What general-education skills, knowledge, or abilities were gained or demonstrated through this work or experience OR what major-specific skills, knowledge, or abilities were gained or demonstrated through this work or experience? How might having this skill, knowledge, or ability affect you or be useful to you in the future? How could you apply this or use this in the future?
4. *Integration* How does this experience relate to other experiences or knowledge you have gained in other classes in your major? In other classes in general? To other experiences or knowledge you have gained outside the classroom?

Select one additional reflection question below and answer it.

5. *Lessons Learned* What did you take away from this key learning experience? Why is this important? What did you learn about yourself during this time?
6. *Impact* Provide “a description of how the work has affected groups, institutions, or your own learning journey.”
7. *Importance* What makes this experience/artifact a key learning experience? Why is what you learned in the course significant or important to you? How does this learning contribute to your educational and career goals?

PROPOSED EPORTFOLIO TEMPLATE

ePortfolio Map of Student-Learning Outcome Indicators to ePortfolio Sections

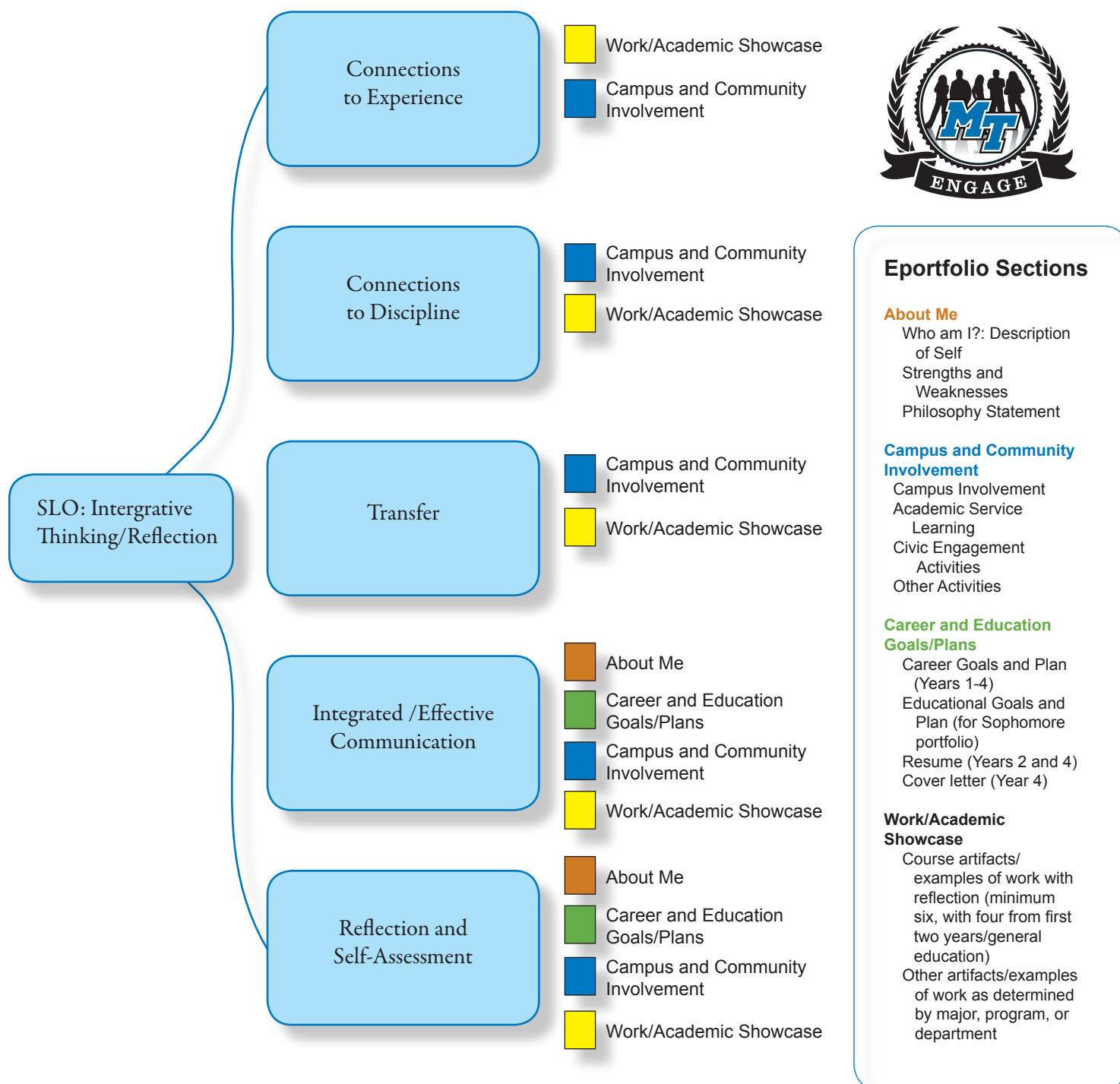


Fig. 9

PROGRAM GOAL 1 ANNUAL BENCHMARKS

Program Goal 1: To foster a culture of engaged learning

Program Goal 1 Survey Item**Measures C and D Annual Benchmarks**

C: End-of-Course survey question 12

Annual Benchmark: At least 80% of students will respond “agree” or “strongly agree.”

D: End-of-Program survey question 22

Annual Benchmark: At least 80% of students will respond “agree” or “strongly agree.”

Program Goal 1 University Data**Measures F–Q Annual Benchmarks**

Program Goal 1: University Data Measures F–Q	Year 0: 2015–2016	Year 1: 2016–2017	Year 2: 2017–2018	Year 3: 2018–2019	Year 4: 2019–2020	Year 5: 2020–2021
F: Number of faculty participating in learning communities and summer institutes for MT Engage (assessed annually) (5% increase/year)	40	42	44	46	48	50
F: Number of faculty attending MT Engage one-hour workshops (assessed annually)	20	25	30	35	40	45
G: Number of faculty offering approved MT Engage courses each year (assessed annually) (30 faculty increase/year)		40	70	100	130	160
H: Number of students enrolled in MT Engage courses each year (assessed annually) (450 student increase/year)		1140	1590	2040	2490	2490
I: Number of students submitting MT Engage ePortfolios at 2-year mark (assessed at Years 2, 3, 4, and 5) (10% increase/year)			100	110	121	133
J: Number of students graduating from MT Engage program (assessed at years 4 & 5) (10% increase/year)					70	77
K: Number of colleges offering courses (assessed annually)		3	4	4	5	5
L: Number of departments offering lower-division courses (assessed annually)		6	8	10	12	14
M: Number of departments offering upper-division courses in the program (assessed at years 3, 4, & 5)				10	11	12
N: Number of MT Engage Major Pathways (assessed at years 3, 4, & 5)				5	6	7
O: Number of different MT Engage general-education courses offered (assessed annually)		5	7	9	11	13
P: Number of sections of MT Engage courses offered (assessed annually)		63	88	113	138	1633
Q: Number of different MT Engage courses offered (assessed annually)		9	14	21	24	27

Fig. 10

STUDENT-LEARNING OUTCOME SURVEY AND RUBRIC BENCHMARKS

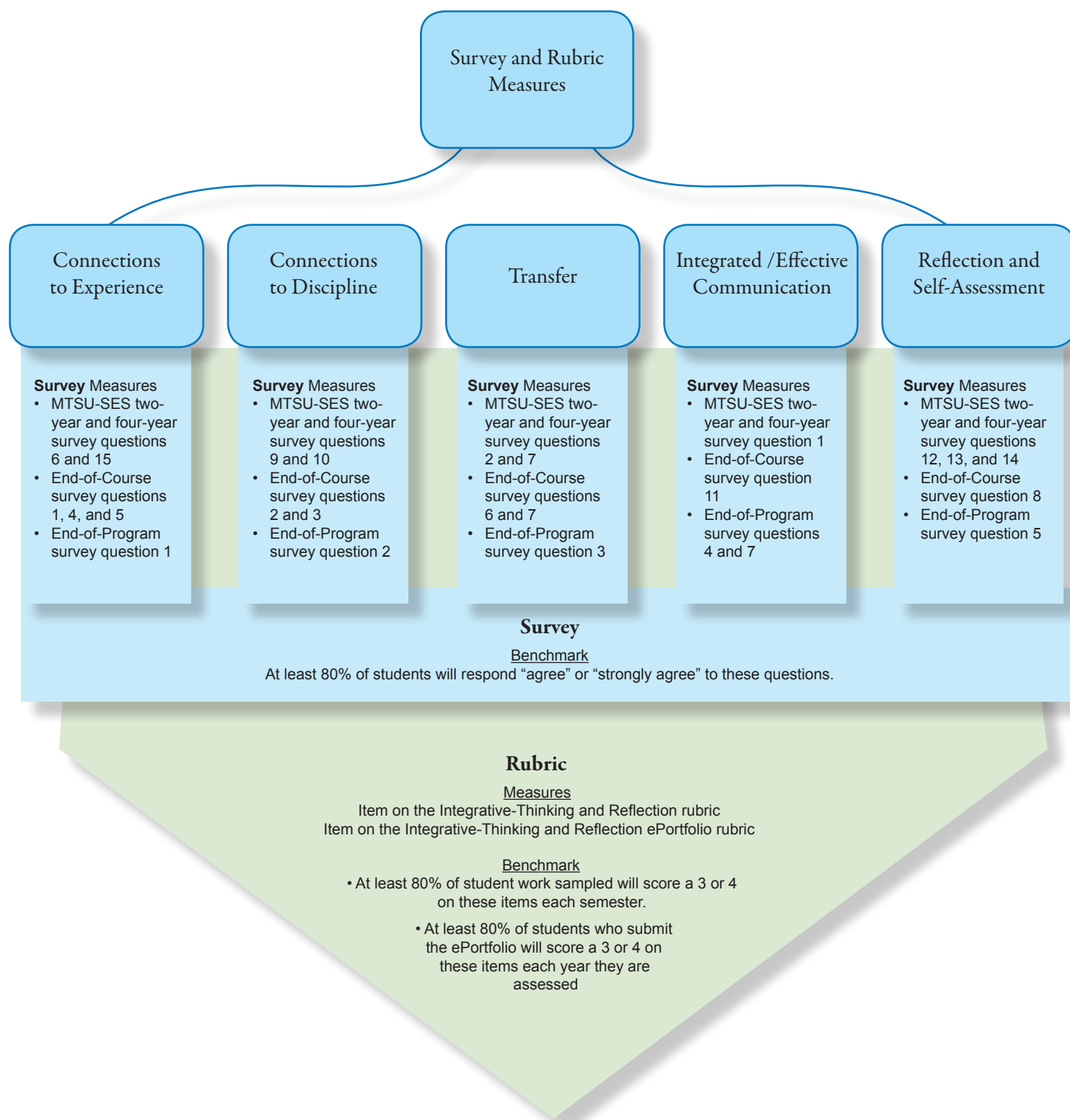


Table 8

STUDENT-LEARNING OUTCOME INDICATORS, BENCHMARKS, AND DATES OF ASSESSMENT

Indicator	Measure	Benchmark	Assessment Date
Connections to Experience	MTSU-SES items	Tests for significant differences	The freshman version will be administered annually beginning Summer 2016; the two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Connections to Experience	MTSU-SES two-year and four-year survey items	% at benchmark; See Fig. 10	The two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Connections to Experience	End-of-Course survey item	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Connections to Experience	End-of-Course survey item	% at benchmark; See Fig. 10	Every year beginning Spring 2018
Connections to Experience	Integrative-Thinking and Reflection rubric	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Connections to Experience	Integrative-Thinking and Reflection ePortfolio rubric	% at benchmark; See Fig. 10	Two-year ePortfolios will be assessed beginning Spring 2018; Four-year ePortfolios will be assessed beginning Spring 2020
Connections to Discipline	MTSU-SES items	Tests for significant differences	The freshman version will be administered annually beginning Summer 2016; the two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Connections to Discipline	MTSU-SES two-year and four-year survey items	% at benchmark; See Fig. 10	The two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Connections to Discipline	End-of-Course survey item	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Connections to Discipline	End-of-Program survey item	% at benchmark; See Fig. 10	Every year beginning Spring 2018
Connections to Discipline	Integrative-Thinking and Reflection rubric	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Connections to Discipline	Integrative-Thinking and Reflection ePortfolio rubric	% at benchmark; See Fig. 10	Two-year ePortfolios will be assessed beginning Spring 2018; Four-year ePortfolios will be assessed beginning Spring 2020
Transfer	MTSU-SES items	Tests for significant differences	The freshman version will be administered annually beginning Summer 2016; the two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Transfer	MTSU-SES two-year and four-year survey items	% at benchmark; See Fig. 10	The two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Transfer	End-of-Course survey item	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Transfer	End-of-Program survey item	% at benchmark; See Fig. 10	Every year beginning Spring 2018
Transfer	Integrative-Thinking and Reflection rubric	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016

Indicator	Measure	Benchmark	Assessment Date
Transfer	Integrative-Thinking and Reflection ePortfolio rubric	% at benchmark; See Fig. 10	Two-year ePortfolios will be assessed beginning Spring 2018; four-year ePortfolios will be assessed beginning Spring 2020
Integrated Communication	MTSU-SES items	Tests for significant differences	The freshman version will be administered annually beginning Summer 2016; the two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Integrated Communication	MTSU-SES two-year and four-year survey items	% at benchmark; See Fig. 10	The two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Integrated Communication	End-of-Course survey item	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Integrated Communication	End-of-Program survey item	% at benchmark; See Fig. 10	Every year beginning Spring 2018
Integrated Communication	Integrative-Thinking and Reflection rubric	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Integrated Communication	Integrative-Thinking and Reflection ePortfolio rubric	% at benchmark; See Fig. 10	Two-year ePortfolios will be assessed beginning Spring 2018; four-year ePortfolios will be assessed beginning Spring 2020
Reflection and Self-Assessment	MTSU-SES items	Tests for significant differences	The freshman version will be administered annually beginning Summer 2016; the two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Reflection and Self-Assessment	MTSU-SES two-year and four-year survey items	% at benchmark; See Fig. 10	The two-year version will be administered annually beginning Spring 2018; the four-year version will be administered annually beginning Spring 2020
Reflection and Self-Assessment	End-of-Course survey item	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Reflection and Self-Assessment	End-of-Program survey item	% at benchmark; See Fig. 10	Every year beginning Spring 2018
Reflection and Self-Assessment	Pre-Program survey/Freshman Survey on Integrative and Reflective Thinking items and MTSU-SES two-year and four-year reflection survey items	Tests for significant differences	The Pre-Program survey will be administered every summer beginning Summer 2016; the MTSU-SES two-year survey will be administered every Spring beginning Spring 2018; the MTSU-SES four-year survey will be administered every Spring beginning Spring 2020
Reflection and Self-Assessment	Integrative-Thinking and Reflection rubric	% at benchmark; See Fig. 10	Every semester in MT Engage courses beginning Fall 2016
Reflection and Self-Assessment	Integrative-Thinking and Reflection ePortfolio rubric	% at benchmark; See Fig. 10	Two-year ePortfolios will be assessed beginning Spring 2018; four-year ePortfolios will be assessed beginning Spring 2020

Cohort 1

YEAR 0 (2015–2016)

Fall

Pilot new MT Engage curriculum in select UNIV 1010 courses

Pilot Pre-Program, End-of-Course Survey, and Integrative-Thinking and Reflection Rubric

Spring

Pilot MT Engage concept in other general-education/lower-division courses (with surveys, ePortfolio, and rubrics)

Pilot revised Pre-Program Survey in UNIV 1010 courses

Pilot ePortfolio concept

Summer

Analyze data from Spring 2016 surveys; revise scales if necessary; validate scales
Collect baseline data on all Cohort 1 students during CUSTOMS sessions (Pre-Program Survey; MTSU-SES)

Administer Faculty Activity Survey to new MT Engage faculty

YEAR 1 (2016–2017)

Fall

Cohort 1 students start taking MT Engage UNIV 1010 and general-education/lower-division courses (rubrics, surveys, and ePortfolio)

Administer Faculty Activity survey to new MT Engage faculty

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Develop End-of-Program Survey for two-year program

Administer Faculty Activity survey to new MT Engage faculty

Summer

Analyze SLO data from 2016–2017

Analyze program goal data from 2016–2017

Administer Faculty

Activity survey to new MT Engage faculty

YEAR 2 (2017–2018)

Fall

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Administer Faculty

Activity Survey to new MT Engage faculty

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Administer End-of-Program Survey to MT Engage student and MTSU-SES to Cohort 1 students (General Education two-year assessment)

Administer Faculty

Activity survey to new MT Engage faculty

Summer

Analyze SLO and program data from 2017–2018

Examine two-year ePortfolios of Cohort 1 students in MT Engage program

Administer Faculty

Activity survey to new MT Engage faculty

YEAR 3 (2018–2019)

Fall

Phase in upper-division program and major MT Engage courses

Continue use of End-of-Course Survey, rubrics, and ePortfolio in MT Engage courses

Administer Faculty

Activity survey to new MT Engage faculty

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Administer Faculty

Activity Survey to new MT Engage faculty

Summer

Analyze SLO data from 2018–2019

Analyze program data from 2018–2019

Administer Faculty

Activity survey to new MT Engage faculty

YEAR 4 (2019–2020)

Fall

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Administer Faculty

Activity Survey to new MT Engage faculty

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Four-year Cohort 1 students complete and turn in ePortfolio and complete End of Program Survey

MTSU-SES administered to Cohort 1 students

Administer Faculty

Activity Survey to new MT Engage faculty

Summer

Analyze SLO and program goal data from 2019–2020

Assess four-year ePortfolios of Cohort 1 MT Engage students

YEAR 5 (2020–2021)

Fall

Continue analyzing Cohort 1 SLO and program goal data

Administer Faculty

Activity Survey to new MT Engage faculty

Spring

Administer Faculty

Activity Followup Survey to all MT Engage faculty

Summer

Assess five-year ePortfolios of Cohort 1 MT Engage students

Assess five-year SLO data for Cohort 1 students

Assess program goal data

Cohort 2

YEAR 1 (2016–2017)

Summer

Collect baseline data on all Cohort 2 students (Pre-Program Survey; MTSU-SES)

YEAR 2 (2017–2018)

Fall

Cohort 2 students start taking MT Engage UNIV 1010 and general-education/lower courses

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses
Analyze SLO data from Fall 2017

Summer

Analyze SLO and program data from 2017–2018

YEAR 3 (2018–2019)

Fall

Continue use of End-of-Course Survey, rubrics, and ePortfolio in MT Engage courses

Spring

Continue use of End-of-Course Survey, rubrics, and ePortfolio in MT Engage courses
Administer End-of-Program Survey to MT Engage students and MTSU-SES to all Cohort 2 students

Summer

Analyze Cohort 2 two-year SLO data from 2018–2019
Assess two-year ePortfolios of Cohort 2 MT Engage students
Analyze program data from 2018–2019

YEAR 4 (2019–2020)

Fall

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Summer

Analyze SLO and program goal data from 2019–2020

YEAR 5 (2020–2021)

Fall

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses
Four-year Cohort 2 MT Engage students complete and turn in ePortfolio and complete End-of-Program Survey
MTSU-SES administered to Cohort 2 students

Summer

Analyze SLO and program data from 2020–2021
Assess four-year ePortfolios for Cohort 2 MT Engage students

Cohort 3

YEAR 2 (2017–2018)

Summer

Collect baseline data on all Cohort 3 students (Pre-Program Survey; MTSU-SES)

YEAR 3 (2018–2019)

Fall

Cohort 3 students start taking MT Engage UNIV 1010 and general-education/lower-division courses

Spring

Continue use of End-of-Course Survey, rubrics, and ePortfolio in MT Engage courses

Summer

Analyze data SLO from 2018–2019
Analyze program data from 2018–2019

YEAR 4 (2019–2020)

Fall

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses
Administer two-year End-of-Program Survey to MT Engage students and MTSU-SES to Cohort 3 students

Summer

Analyze SLO and program goal data from 2019–2020
Assess two-year ePortfolios of Cohort 3 MT Engage students

YEAR 5 (2020–2021)

Fall

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses
Analyze Cohort 3 two-year SLO data from Spring 2020

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Summer

Analyze SLO and program data from 2020–2021

Cohort 4**YEAR 3 (2018–2019)****Summer**

Collect baseline data on all Cohort 4 students (Pre-Program Survey; MTSU-SES)

YEAR 4 (2019–2020)**Fall**

Cohort 4 students start taking MT Engage UNIV 1010 and general-education/lower-division courses

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses
Analyze Cohort 4 SLO data from Fall 2019

Summer

Analyze SLO and program goal data from 2019–2020

YEAR 5 (2020–2021)**Fall**

Continue use of End-of-Course Survey, rubrics, and ePortfolio in MT Engage courses

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses
Administer two-year End-of-Program Survey and MTSU-SES to Cohort 4 students
Collect ePortfolios of Cohort 4 MT Engage students

Summer

Analyze SLO and program data from 2020–2021
Analyze two-year SLO data and ePortfolios of Cohort 4 MT Engage students

Cohort 5**YEAR 4 (2019–2020)****Summer**

Collect baseline data on all Cohort 5 students (Pre-Program Survey; MTSU-SES)

YEAR 5 (2020–2021)**Fall**

Cohort 5 students start taking MT Engage UNIV 1010 and general-education/lower-division courses
MT Engage expanded to graduate programs

Spring

Continue use of surveys, rubrics, and ePortfolio in MT Engage courses

Summer

Analyze SLO and program goal data from 2020–2021

Student-Learning Outcome Assessment Indicators

Data from the MTSU-SES, End-of-Course Survey, and End-of-Program Survey, and the Integrative-Thinking and Reflection rubric will be used to assess the following indicators of integrative thinking and reflection at MTSU.

- Connections to Experience
- Connections to Discipline
- Transfer
- Integrated Communications
- Reflection and Self-Assessment

See Table 8 Student-Learning Outcome Indicators, Measures, Benchmarks and Assessment Date. Also see Fig. 10 for Student-Learning Outcome Survey Items and Rubric Annual Benchmarks.

Program Goal Assessment Indicators**Program Goal 1: To foster a culture of engaged learning.**

University data from the MTSU-SES, End-of-Program Survey, and the Faculty Activity Survey will be used to assess the following indicators of academic engagement at MTSU:

1. Scores on select questions of the MTSU-SES at graduation (the four-year mark) compared to those at the program mid-point (the two-year mark) and baseline for each cohort of MT Engage students (gain scores).
2. Comparison scores of MT Engage vs. non-MT Engage students on select questions on the MTSU-SES at the two-year mark and four-year mark (i.e., graduation) (group comparisons at each point in time, and comparison of gain scores)
3. Scores on the End-of-Program Survey for MT Engage students (percent at benchmark)
4. Reports of faculty pedagogical activities before and after implementation of the MT Engage QEP (scores on the Faculty Activity Survey) (change scores and item frequencies)

Data obtained from faculty sign-in forms/ attendance sheets at MT Engage workshops, MT Engage FLCs/Work Groups, and MT Engage Summer Institutes, as well as data from the MT Engage Office and the IEPR dashboard on number of MT Engage sections, students, faculty, etc., will be used to assess this program goal.

Benchmarks will be used to track progress toward goal. See Table 7 for a complete list of Program Goal Measures, Benchmarks, and Assessment Dates. Also see Fig. 9 for Program Goal 1 Annual Benchmarks.

Program Goal 2: To improve student retention, progression, and graduation

Data from the IEPR dashboard will be used to address whether students who participate in MT Engage are retained, progress, and graduate at higher rates than other students. Specifically we want to know whether:

1. Students who enroll in MT Engage sections of general-education courses are more likely to pass those courses than students who enroll in the same course that is not designated as MT Engage. (assessed annually)
2. Students who enroll in an MT Engage course their first semester are more likely to enroll at MTSU the next semester. (tracked annually by cohort)
3. Students who enroll in MT Engage courses as freshmen are more likely to return to MTSU their sophomore, junior, and senior years. (tracked annually by cohort)
4. Students who enroll in MT Engage courses are more likely to graduate in four or five years, compared to other students. See Table 7 for Program Goal Measures, Benchmarks, and Assessment Dates.



Program Goal Assessment Timing

Program Goal 1: To foster a culture of engaged learning.

This goal will be assessed using (a) scores on select questions of the MTSU-SES at graduation (the four-year mark) compared to those at the program mid-point (the two-year mark) and baseline for each cohort of MT Engage students; (b) scores comparing MT Engage vs. non-MT Engage students on select questions on the MTSU-SES at the two-year mark and four-year mark (i.e., graduation); (c) scores on the End-of-Program Survey; and (d) reports of faculty pedagogical activities before and after implementation of the MT Engage QEP (change scores and item frequencies on the Faculty Activity Survey).

Program Goal 2: To improve student retention, progression, and graduation, data from the IEPR dashboard will be used to address whether students who participate in MT Engage are retained, progress, and graduate at higher rates than other students.

Year 1: 2016–2017

Program Goal 1: Cohort 1 (baseline): MTSU-SES (Summer 2016)

Program Goal 1: Faculty Activity Survey (administered to new MT Engage faculty) (Spring 2016, Summer 2016, Fall 2016, and Spring 2017)

Program Goal 2: IEPR data and University data (Summer 2017)

Year 2: 2017–2018

Program Goal 1: Cohort 2 (baseline): MTSU-SES (Summer 2017)

Program Goal 1: Cohort 1 (two-year): MTSU-SES (Spring 2018)

Program Goal 1: Faculty Activity Survey (administered to new MT Engage faculty) (Summer 2017, Fall 2017, and Spring 2018)

Program Goal 2: IEPR data and University data (Summer 2018)

Year 3: 2018–2019

Program Goal 1: Cohort 3 (baseline): MTSU-SES (Summer 2018)

Program Goal 1: Cohort 2 (two-year): MTSU-SES (Spring 2019)

Program Goal 1: Faculty Activity Survey (administered to new MT Engage faculty) (Summer 2018, Fall 2018, and Spring 2019)

Program Goal 2: IEPR data and University data (Summer 2019)

Year 4: 2019–2020

Program Goal 1: Cohort 4 (baseline): MTSU-SES (Summer 2019)

Program Goal 1: Cohort 3 (two-year): MTSU-SES (Spring 2020)

Program Goal 1: Cohort 1 (four-year): MTSU-SES; End-of-Program Survey (Spring 2020)

Program Goal 1: Faculty Activity Survey (administered to new MT Engage faculty) (Summer 2019, Fall 2019, and Spring 2020)

Program Goal 2: IEPR data and University data (Summer 2019)

Year 5: 2020-2021

Program Goal 1: Cohort 5 (baseline): MTSU-SES (Summer 2020)

Program Goal 1: Cohort 4 (two-year): MTSU-SES (Spring 2021)

Program Goal 1: Cohort 2 (four-year): MTSU-SES; End-of-Program Survey (Spring 2021)

Program Goal 1: Faculty Activity Survey (administered to new MT Engage faculty and end of five-year follow up for all MT Engage faculty) (Summer 2020, Fall 2020, and Spring 2021)

Program Goal 2: IEPR data and University data (Summer 2021)

Continuous Improvement Process

The assessment of MT Engage will be part of the University's continuous institutional effectiveness processes. As with other units, MT Engage will participate in the process of using assessment results to make improvements. This process is documented with an institutional effectiveness achievement report (IEAR) completed annually by the unit. The MT Engage Director and Assessment Coordinator will ensure that (1) the results of the assessments described in this section are reviewed with the MT Engage Oversight Committee, (2) the Oversight Committee recommends improvements/changes based on the results and (3) the results and use of assessment results are recorded annually as part of the IEAR process.

MTSU assessment results are used in making budget decisions, thus closing the assessment and budget loop to assure continuous improvement. Institutional Effectiveness Achievement Reports are reviewed annually at the division level as specified in the IEAR Annual Timeline (<http://www.mtsu.edu/provost/usc/documents/iearannualtimeline.pdf>) to ensure that the goals and student-learning outcomes are accomplished.



Rubric for Evaluating Integrative Thinking and Reflection

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple academic contexts and educational experiences.

Instructions: Please provide a score for each category that is applicable to the assignment and average those scores at the bottom of the page.

	4	3	2	1	0	Score
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Assignment(s) clearly indicate a <u>high level</u> ability to relate your experiences to course material; it is clear that you have a <u>strong</u> understanding of the links between your experiences and the course material.	Assignment(s) indicate you can relate your experiences to course material; it appears that you have an <u>above average</u> understanding of these links, but you could make a stronger case for connections.	Assignment(s) indicate you have some difficulty understanding the links between the experience and the course material; it appears that you have an <u>average</u> ability to make those connections.	Assignment(s) indicate you have <u>significant</u> difficulty understanding the links between the experience and the course material; it appears that you have <u>minimal</u> ability to make those connections.	Assignment(s) indicate <u>lack of ability</u> to make connections between your course material and the experience; there is <u>no evidence</u> that you are relating course theories and material to your experiences.	
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Assignment(s) clearly indicate a <u>high level</u> ability to relate your experiences to the discipline or to make connections across disciplines; it is clear that you have a <u>strong</u> understanding of the links between your experiences and the discipline or the links between disciplines.	Assignment(s) indicate you can relate your experiences to the discipline or make connections across disciplines; it appears that you have an <u>above average</u> understanding of these links, but you could make a stronger case for connections.	Assignment(s) indicate you have some difficulty understanding the links between the experience and the discipline or the links across disciplines; it appears that you have an <u>average</u> ability to make those connections.	Assignment(s) indicate you have <u>significant</u> difficulty understanding the links between the experience and the discipline (or across disciplines); it appears that you have <u>minimal</u> ability to make those connections.	Assignment(s) indicate <u>lack of ability</u> to make connections between the experience and your discipline or to make connections across disciplines; there is <u>no evidence</u> that you are relating discipline-specific information to your experience or making links across disciplines.	
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations in order to solve problems or explore issues; it appears that you have a <u>high</u> level ability to adapt and apply your knowledge.	Uses skills, abilities, theories, or methodologies gained in one situation in new situations to contribute to understanding of problems or issues proficiently; it appears that you have an <u>above average</u> ability to adapt and apply your knowledge.	Uses in an <u>average</u> way, skills, abilities, theories, or methodologies gained in one situation in new situations; it appears that you have an <u>average</u> ability to adapt and apply your knowledge.	Uses in a <u>basic</u> way, skills, abilities, theories or methodologies gained in one situation in a new situation; it appears that you have <u>minimal</u> ability to adapt and apply your knowledge.	Indicates <u>lack of ability</u> to use skills, abilities, theories, or methodologies gained in one situation in a new situation; there is <u>no</u> evidence of the ability to adapt or apply information	
Integrated Communication	Fulfills the assignment(s) at a <u>high ability level</u> by choosing a format, language, and/or visual representation in ways that <u>enhance</u> meaning, making clear the interdependence of language and meaning, thought, and expression, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) at a <u>proficient level</u> by choosing a format, language, and/or visual representation to explicitly connect content and form, demonstrating an <u>above average</u> awareness of purpose and audience	Fulfills the assignment(s) at an <u>acceptable</u> or <u>average level</u> by choosing a format, language, and/or visual representation to explicitly connect content and form, demonstrating an acceptable awareness of purpose and audience	Fulfills the assignment(s) at a <u>minimal level</u> to produce an essay, poster, video, PowerPoint presentation, etc. in an appropriate form; there is <u>no evidence</u> that you are demonstrating awareness of purpose and audience.	Indicates <u>lack of ability</u> to produce an essay, poster, video, PowerPoint presentation, etc. in an appropriate form; there is <u>no evidence</u> that you are demonstrating awareness of purpose and audience.	
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work.)</i>	Assignment clearly indicates a <u>high ability</u> level of analyzing, reflecting, judging, and accepting/rejecting ideas; envisioning a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts. It is obvious that you can critically examine and reflect on your experiences at a high ability level.	Assignment clearly indicates a <u>proficient level</u> of analyzing, judging, and accepting/rejecting ideas; envisioning a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts. It is obvious that you can critically examine and reflect on your experiences at a proficient level, but you should be more specific in your analyses.	Assignment indicates an <u>acceptable level</u> of analyzing, judging, and accepting/rejecting ideas; envisioning a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts. It is clear that you have <u>some</u> ability to critically examine and reflect on your experiences.	Assignment indicates a <u>minimal level</u> of analyzing, judging, and accepting/rejecting ideas; envisioning a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts. It is not clear that you can critically examine or reflect on your experiences beyond a minimal level.	Assignment indicates a <u>lack of ability</u> for analyzing, reflecting, judging, and accepting/rejecting ideas; envisioning a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts. There is <u>no</u> evidence in this assignment that you can critically examine or reflect on your experiences.	
						TOTAL SCORE (SUM CATEGORIES)
						AVERAGE SCORE (TOTAL/# CATEGORIES)



MT Engage Interest Form

This interest form will allow us to tailor MT Engage professional development activities and provide you with information on the Summer Institute and professional development options.

Name _____ Email _____

Department _____ Phone _____

First semester course is to be offered: _____

Course number _____ Course Title _____

If you are interested in participating in a faculty learning community related to MT Engage, please check here. ☐

To the best of your knowledge, please complete the following information:

1. Proposed Pedagogy: MT Engage courses will include high-impact engagement pedagogies (such as first-year seminars and experiences, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/ community-based learning, internships, capstone courses and problem/project-based learning, EXL, civic engagement, flipped classrooms, Reacting to the Past, education abroad, etc.). Please list the pedagogy you are most interested in incorporating. _____
2. Proposed Beyond-the-Classroom Experience: MT Engage courses will include a cocurricular assignment/activity and incorporate integrative/reflective thinking assignments that align with the required student-learning outcome (see below for indicators). Students must engage in an experience that is appropriate to the educational goals of the course and that occurs beyond the normal classroom or online framework. If possible, please list the cocurricular assignment/activity you are most interested in incorporating. _____
3. Proposed ePortfolio Artifact: MT Engage courses will require students to submit at least one assignment/artifact with reflection to the ePortfolio. Faculty will use a common integrative-thinking/reflection rubric to evaluate the student's work. If possible, please list the assignment/artifact that you think you will have students submit to the ePortfolio. _____

The following five student indicators, adapted from the AAC&U VALUE Rubric for Integrative Learning, will be used to assess students' integrative/reflective thinking:

Please check the indicators of integrative/reflective thinking you think your course will address (minimum of two out of four below):

- ☐ The ability to connect relevant experiences and academic knowledge (connections to experience),
- ☐ The ability to make connections across disciplines and perspectives (connections to discipline),
- ☐ The ability to adapt and apply information to new situations (transfer),
- ☐ The ability to use effective, appropriate, and various forms of communication to enhance the quality of their assignments (effective and integrated communication)

The course must meet this indicator:

The ability to demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts, especially as it relates to their personal and professional development (self-assessment and reflection).

continued

Prior to teaching an MT Engage course, I understand that I am required to

- ☐ attend the Summer Faculty Institute or an approved MT Engage professional development activity in the fall or spring; and
- ☐ submit a revised syllabus and a course certification form after attending the Summer Faculty Institute (or other approved MT Engage activity) prior to preregistration.

Please submit a current syllabus with the interest form.

Faculty Signature _____

Please Note: Information on the Summer Faculty Institute and alternative options will be provided when your interest form is received.

If this is a new course, please submit through the appropriate MTSU curriculum committee for approval before applying as an MT Engage course.

2016 Faculty Learning Community Proposal

MT Engage/Raider Learning Community FLC

Facilitated by Sheila Otto, director of General Education and director of Teaching Excellence, LT&ITC

Theme

This proposal describes a Faculty Learning Community (FLC) devoted to identifying best practices related to learning communities, integrative thinking, and reflection. Members of the FLC will also design Raider Learning Community (RLC) classes for fall 2016 that meet the goals of MT Engage.

Goals

1. Identify best practices in learning community pedagogy.
2. Identify best practices for incorporating integrative thinking and reflection in college courses.
3. Design integrated RLC classes for fall 2016 that meet the goals of MT Engage:
 - Choose high-impact pedagogy.
 - Design beyond-the-classroom experience.
 - Design assignments that require integrative thinking and reflection across multiple contexts and educational experiences.
 - Choose artifact(s) for students to place in their MT Engage ePortfolio.

Activities And Timeline

February and March 2016

Read and discuss research literature about the following:

1. Best practices for teaching in learning communities
2. The value of integrative thinking and best practices for incorporating in college courses
3. The value of reflection and best practices for incorporating in college courses

April and May 2016

Make preliminary plans for MT Engage RLC classes:

1. Choose high-impact pedagogy.

2. Design beyond-the-classroom experience: service-learning, research, cocurricular activities, attending related campus events, attending off-campus events, etc. (could also include mandatory tutoring, RTTP small group meetings outside of class, etc.).
3. Design assignments that require integrative thinking and reflection across multiple contexts and educational experiences. Identify MT Engage rubric indicators and questions for reflection that map to the rubric—see MT Engage Student-Learning Outcome and five student indicators below.
4. Choose artifact(s) for students to place in their MT Engage ePortfolio: Students will develop an ePortfolio which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.

MT Engage Student-Learning Outcome:

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.

The following five student indicators, adapted from the AAC&U VALUE Rubric for Integrative Thinking, will be used to assess students' integrative/reflective thinking.

Choose two of these four:

1. The ability to connect relevant experiences and academic knowledge (connections to experience),
2. The ability to make connections across disciplines and perspectives (connections to discipline),
3. The ability to adapt and apply information to new situations (transfer),
4. The ability to use effective, appropriate, and various forms of communication to enhance the quality of their assignments (effective and integrated communication), and

This indicator must be evaluated:

The ability to demonstrate a developing sense of self as a learner, building on

prior experiences to respond to new and challenging contexts, especially as it relates to their personal and professional development (self-assessment and reflection).

June 2016

Give presentation at MT Engage Summer Institute.

June, July, August 2016

RLC partner teachers meet to finalize plans for MT Engage RLC classes.

Mid-August 2016

FLC meets to hear updates from faculty teams.

RLC faculty teams submit course syllabi and a brief report using the MT Engage Certification Form highlighting how they are implementing MT Engage in their RLC.

Mid-October 2016

FLC meets to hear updates from faculty teams.

November 2016

Faculty administer student surveys for MT Engage and RLC.

Faculty submit Final Reflection Report and Extra Compensation paperwork

Members

Seven faculty teams (14 faculty members) will participate in this FLC. These faculty members will be assigned to teach in MT Engage Raider Learning Communities in fall 2016.

Facilitator

Dr. Sheila Otto has served as director of General Education since 2010 and as director of Teaching Excellence in the LT&ITC since 2014. She has facilitated several FLCs and Faculty Work Groups; for the past two years, she has facilitated Raider Learning Community Faculty Work Groups, including the coordination of professional development opportunities for RLC faculty. In addition, she served on the MTSU SACSCOC QEP Committee that developed MT Engage.

Budget

Facilitator Stipend	\$2,500
Participant Stipends	\$7,000 (14 x \$500)
Operating Expenses/Resources	\$1,000
Total:	\$10,500

MT Engage Scholarship Proposal

The MT Engage program will recognize students who complete MT Engage courses, which are enhanced with high-impact pedagogies; engage in beyond-the-classroom experiences; and challenge students to use integrative thinking and reflection within an ePortfolio which showcases the knowledge, skills, and abilities achieved.

Students in the MT Engage program will be asked to reflect on their first two years of experience at MTSU and make connections between courses and activities as well as their selected majors within an ePortfolio. At the end of the sophomore year, ePortfolios will be reviewed and awards presented to students who complete the program and are identified as exemplary MT Engage students. We are proposing that these awards include a partial (\$3,000 annual) scholarship for the junior and senior year for the top ePortfolios.

Proposing 15 scholarships per academic year at \$3, 000 each (Two scholarships per college and one overall award annually)	
2018–2019	\$45,000 (1st awards for Junior year)
2019–2020	\$90,000 (recurring each year thereafter)

Initial eligibility:

- \$3,000 per year (up to four semesters, excludes summer)
- 2.75 Institutional GPA (for transfer students initial eligibility inclusive combined)
- Meet requirements of MT Engage program including
 - complete at least four MT Engage courses
 - complete an ePortfolio per specifications provided
 - apply in the semester student is earning 60 hours but no later than February 15
- Award not to exceed COA as established by Financial Aid Office
- Two scholarships per college and one overall award will be given annually

To maintain award:

- Students must maintain a 2.75 overall GPA and demonstrate meaningful contributions to their ePortfolio; maintain full-time, continuous enrollment; maintain good standing

This scholarship would provide an incentive for students to be academically engaged within and beyond the classroom during their freshman and sophomore years at MTSU and encourage them to continue this practice into their junior and senior years. It would also encourage students to complete their ePortfolio, which provides a deeper learning experience as students reflect and integrate knowledge. This award would demonstrate to students that MTSU values academically engaged students.

MTSU's Quality Enhancement Plan, MT Engage, will kick off with the freshman class of fall 2016. The goals of MT Engage include enhanced student learning through a culture of engagement and increased retention and graduation rates, as well as improving students' ability to successfully use integrative thinking and reflection.

QEP MT Engage 5 Year Budget

One Time Funds

Description	Year 1 (FY 2016-2017)	Year 2 (FY 2017-2018)	Year 3 (FY 2018-2019)	Year 4 (FY 2019-2020)	Year 5 (FY 2020-2021)
Furniture for office	15,000.00				
Equipment 3 phone & 3 computers; camera	6,400.00				
Summer faculty pay	10,000				
Space renovations	TBD				
Total One Time Funds	31,400.00				

Recurring Funds

Description	Year 1 (FY 2016-2017)	Year 2 (FY 2017-2018)	Year 3 (FY 2018-2019)	Year 4 (FY 2019-2020)	Year 5 (FY 2020-2021)
Personnel					
Part-time Director Faculty Fellow (includes benefits)	29,300.00	29,300.00	0.00	0.00	0.00
Faculty Director full-time position (includes benefits)*	0.00	0.00	101,250.00	101,250.00	101,250.00
Assistant Director (includes benefits)	59,000.00	59,000.00	59,000.00	59,000.00	59,000.00
20 hour Technical Clerk (includes benefits)	22,000.00	22,000.00	22,000.00	22,000.00	22,000.00
Digital Media Studio/Technology Services student workers	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Faculty or adjunct pay for MT Engage Practicum 1 hour class	0.00	1,625.00	1,625.00	2,478.00	3,300.00
University Writing Center ePortfolio Writing Graduate Assistants (9 month)	0.00	17,165.00	18,231.00	38,808.00	41,388.00
Total	130,300.00	149,090.00	222,106.00	243,536.00	246,938.00
Faculty Development					
Faculty Learning Communities	39,000.00	17,000.00	17,000.00	17,000.00	17,000.00
MT Engage Faculty Summer Institute	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Professional Learning Community Grants	17,000.00	34,000.00	34,000.00	34,000.00	34,000.00
Stipends for adjuncts/FTT to participate in MT Engage training	3,325.00	3,325.00	3,325.00	3,325.00	3,325.00
Stipend and travel for speaker(s) or to support faculty travel for professional development	4,000.00	4,000.00	5,000.00	5,000.00	5,000.00
Total	71,325.00	66,325.00	67,325.00	67,325.00	67,325.00
Marketing					
Cosponsorship MT Engage Events	16,000.00	16,000.00	16,000.00	16,000.00	16,000.00
Give aways and promotional materials	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Total	21,000.00	21,000.00	21,000.00	21,000.00	21,000.00
Student Incentives					
Items for MT Engage students	5,750.00	5,750.00	5,750.00	5,750.00	5,750.00
Annual student reception with door prizes	1,200.00	2,200.00	3,600.00	5,700.00	7,700.00

QEP MT Engage 5 Year Budget

Senior MT Engage ePortfolio student cash award	0.00	0.00	3,750.00	3,750.00	3,750.00
Total	6,950.00	7,950.00	13,100.00	15,200.00	17,200.00
Operating					
Join Association for Authentic Experiential and Evidence Based Learning	800.00	800.00	800.00	800.00	800.00
Office supplies	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Equipment	1,100.00	1,100.00	1,100.00	1,100.00	1,100.00
Travel	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Total	10,900.00	10,900.00	10,900.00	10,900.00	10,900.00
Assessment					
Pay for faculty eportfolio reviews	0.00	4,300.00	4,300.00	8,600.00	8,600.00
Part-time Assessment Coordinator Faculty Fellow (includes benefits)	21,000.00	21,000.00	26,000.00	26,000.00	26,000.00
Assessments (material costs, incentives, etc.)	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Total	22,000.00	26,300.00	31,300.00	35,600.00	35,600.00
Totals of Recurring Funds by FY	262,475.00	281,565.00	365,731.00	393,561.00	398,963.00
Total of Recurring Funds Over 5 Years					1,702,295.00
**Total of One-Time and Recurring Funds Over 5 Years					1,733,695.00

Note:

*Estimate that in year 3 move to a full-time director in place of 12 month faculty fellow.

**One-time renovation costs and scholarship dollars are not included in this total.

Pre-Program Freshman Survey on Integrative and Reflective Thinking

Instructions: In this survey, you are asked to think about your own learning and the extent to which you use reflection in your learning. *Reflection* involves thinking deeply about your experiences by analyzing them, thinking about what works and what doesn't, and building upon or modifying what you already know based on new knowledge.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
I have strong written communication skills.							
I have strong oral communication skills.							
I use reflection to examine my knowledge about a topic.							
I am good at integrating information across different disciplines or fields of study.							
I am good at applying knowledge I learn to real world situations.							

Considering my educational experiences to date, I have:	Never true	Rarely true	Sometimes but infrequently true	Neutral: Neither untrue or true of me	Sometimes true	Usually true	Always true
Carefully planned my learning tasks in courses.							
Talked with other students or faculty about learning and better ways to study.							
Reviewed previously studied subjects during each semester to make connections.							
Integrated all topics in a course with each other.							

Considering my educational experiences to date, I have:	Never true	Rarely true	Sometimes but infrequently true	Neutral: Neither untrue or true of me	Sometimes true	Usually true	Always true
Integrated all topics in a course with those of other courses and activities.							
Mentally processed what I already knew and what I needed to know about different topics.							
Been aware of what I was learning and why I was learning it or why it was important.							
Looked for or made connections between topics in order to have a more comprehensive understanding of something.							
Thought about the meaning of things I was studying and learning in relation to my personal experience.							
Intentionally tried to adapt myself to the varied demands of different courses and activities.							
Systematically reflected on how I was studying and learning in different contexts and situations.							
Intentionally summarized what I was learning day in, day out, in my studies.							
Intentionally used reflection during a learning experience.							
Worked hard to be positive and to remove negative feelings in relation to my studies and what I was learning.							
Self-assessed my work as a learner in a constructive way.							

Student M Number _____

Semester/Year: _____

Course & Sec. #: _____

End of Course Survey

Please use the following scale to indicate your degree of agreement with each of the below statements regarding this particular class:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
I was encouraged to relate course activities to course materials.							
I was encouraged to relate this course to other courses I'm taking or have taken.							
I was encouraged to make connections from this course to other disciplines (for example math, English, science, fine arts, etc.).							
I was encouraged to make connections from my prior experiences to what I was learning in this class.							
I was encouraged to make connections from my beyond-the-classroom experiences to my coursework.							
I was encouraged to apply what I was learning in class.							
I was encouraged to see things from multiple perspectives or different points of view.							
I was encouraged to use self-assessment and to reflect on what I was learning.							
I believe that I have grown personally as a result of being in this course.							
I believe that I have grown professionally as a result of being in this course.							
	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
My communication skills have improved as a result of being in this course.							
I was more engaged in this course than in other courses I took this semester.							
I would recommend this course to other students at MTSU.							

In this course, I was required to write about my reflections on my learning (i.e., required me to think about my feelings, what I learned, how an activity impacted me, etc.). Mark one answer:

Never

Rarely

Sometimes

Often

Always

1

2

3

4

5

End of Program Student Survey

After participating in the MT Engage program, I believe that I have significantly improved my skills and abilities with respect to:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
Connecting relevant experience and knowledge.							
Making connections across disciplines, fields of study, and perspectives.							
Adapting and applying skills, abilities, theories, or methodologies in one situation to new situations.							
Choosing and using the most appropriate form of communication for completing an assignment.							
Reflection and self-assessment/Making plans that build on past experiences.							
Critical thinking							
Communicating effectively							
Personal development							
Professional development.							
Completing an MT Engage ePortfolio required me to use integrative thinking.							
Working on an MT Engage ePortfolio has helped me become a more effective communicator.							
Completing an MT Engage ePortfolio has helped me develop personally.							

continued

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
Completing an MT Engage ePortfolio has helped me develop professionally.							
Completing an MT Engage ePortfolio required me to reflect on what I learned and my strengths and weaknesses.							
Other students at MTSU would benefit from being in this program.							
Other students at MTSU would benefit from taking MT Engage courses							
I would recommend the MT Engage program to others at MTSU.							
All students should be required to participate in the MT Engage program.							
I will use my ePortfolio as a showcase tool of my abilities when I apply for a job or graduate school.							
The MT Engage program has made me more qualified for a job after college.							
The MT Engage program has made me more competitive for graduate education after college.							
I was more engaged academically in my MT Engage courses than in other courses at MTSU.							

Faculty Activity Survey

1. Name: _____ Date Completed: _____
2. In which department or program are you employed? _____
3. Please enter the four-digit year that the following occurred (e.g., 1974, 2001).
Year of academic appointment at present institution _____
4. What is your present academic rank? (choose one option)

Professor _____	Associate Professor _____
Assistant Professor _____	FTT Instructor/Lecturer _____
Adjunct _____	Other (please state): _____
5. What is your tenure status at this institution? (*Choose one option*)

Tenured _____	On tenure track, but not tenured _____
Not on tenure track _____	

IF TENURED, please enter the four-digit year you received tenure. _____
6. For the current term, how far in advance of the beginning of the term did you receive your course assignments? (*Choose one option*)

Less than 1 month _____	1-3 months _____
4- 6 months _____	More than 6 months _____
7. What is your principal activity in your current position at this institution? (*Choose one option*)

Administration _____	Teaching _____
Research _____	Services to clients and patients _____
Other (please state) _____	
8. How important is each of the following to you? (*Responses: Essential, Very Important, Somewhat Important, Slightly Important, or Not Important*)

Research _____
Teaching _____
Service _____
9. How many courses are you teaching this term (include all institutions at which you teach)?

10. How many of the courses you are teaching this term are: (*Mark all that apply.*)

UNIV 1010 _____
General-education courses (K sections) _____
General-education courses (non K sections) _____
Courses required for an undergraduate major _____
Other undergraduate credit courses _____
Graduate courses _____

continued

11. During the past two years, in which of the following activities have you engaged?

(Mark all that apply.)

- Taught an honors course _____
- Taught an interdisciplinary course _____
- Taught a service learning course _____
- Taught an online course at this institution _____
- Taught a seminar for first-year students _____
- Taught a capstone course _____
- Taught in a Raider Learning Community _____
- Taught a general-education course _____
- Taught an EXL course _____
- Taught a flipped classroom design _____
- Supervised an undergraduate internship _____
- Supervised undergraduate research _____
- Taught an Education Abroad course _____

12. During the past two years, which of the following professional development opportunities have you taken advantage of? (Mark all that apply.)

- Paid workshops or conferences outside the institution focused on teaching _____
- Internal grants for research _____
- Training for administrative leadership _____
- Incentives to develop new courses _____
- Incentives to integrate new technology into your classroom _____
- Workshops at the university focused on teaching (e.g., LT&ITC) _____
- Incentives to redesign existing courses _____
- Faculty Learning Communities _____
- Internal grants for teaching (e.g., EXL) _____
- Participated in organized activities around enhancing pedagogy and student learning _____

13. In your interactions with undergraduates, how often in the past year have you used each of the following activities or pedagogies? (Responses: *never, rarely, sometimes, often, or always*)

- Experiential learning/Field studies _____
- Performances/Demonstrations _____
- Group projects _____
- Student-selected topics for course content _____
- Reflective writing/Journaling _____
- Community service / service learning as part of coursework _____
- Using real-life problems _____
- Using student inquiry to drive learning _____
- Oral presentations _____
- Civic engagement _____
- ePortfolio development _____
- Supplemental instruction that is outside of class and office hours _____
- Student presentations _____
- Class discussions _____
- Flipped classrooms _____
- Collaborative learning (small groups) _____
- Learning communities _____
- Individual projects _____

Student evaluations of each others' work _____
 Ask questions in class _____
 Revise their papers to improve their writing _____
 Seek alternative solutions to a problem _____
 Integrate skills and knowledge from different sources and experiences _____
 Use different points of view to make an argument _____
 Critically evaluate their position on an issue _____
 Apply what they are learning _____
 Reflect on what they know or their understanding of the material _____
 Combine ideas from different courses when completing assignments _____
 Make connections from experiences outside of class to what they are learning in class _____
 Make connections across different disciplines _____

14. How frequently in the courses you taught in the past year have you given at least one assignment that required students to do one of the following things?

(Responses: never, rarely, sometimes, often, or always)

Engage deeply with a significant challenge or question within your discipline _____
 Write in the specific style or format of your discipline _____
 Use research methods from your discipline in field or applied settings _____
 Apply learning from both academic and field settings _____
 Describe how different perspectives would affect the interpretation of a question or issue in your discipline _____
 Work with classmates outside of class _____
 Lead a discussion, activity or lab _____
 Provide and/or receive feedback to classmates about a draft or work still in progress _____
 Analyze and interpret data _____
 Apply mathematical concepts and computational thinking _____
 Apply what they are learning _____
 Reflect on what they know or their understanding of the material _____
 Combine ideas from different courses when completing assignments _____
 Make connections from experiences outside of class to what they are learning in class _____
 Make connections across different disciplines _____
 Make connections across different courses in the same discipline _____

15. Indicate the importance to you of each of the following education goals for undergraduate students:

(Responses: Essential, Very Important, Somewhat Important, Slightly Important, or Not Important)

Develop ability to think critically _____
 Prepare students for employment after college _____
 Prepare students for graduate or advanced education _____
 Promote ability to communicate effectively _____
 Develop habits of self-assessment (i.e., teach students to reflect on their performance and how to make adjustments) _____
 Develop ability to make connections across various learning experiences _____
 Develop ability to transfer learning to new situations _____
 Develop ability to apply what they are learning _____
 Combine ideas from different perspectives _____

MTSU-Student Engagement Survey (Freshman Version)

1. Please rate the following statements as to how true each statement is of you at this point in time:

	Not at all true of me	Untrue of me	Somewhat untrue of me	Neutral: Neither untrue or true of me	Somewhat true of me	True of me	Very true of me
I am able to communicate effectively to different audiences.							
I am active in the community and help others who are in difficulty.							
I am active in events nationally.							
I participate in community service organizations.							
I have been involved in student organizations.							
I am involved in the political process.							
I am aware of civic or social issues and problems in my community.							

2. In the past, how often have you done each of the following things?

	Never	Rarely	Sometimes	Often	Always
Combined ideas from different courses when completing assignments.					
Applied facts, theories, or methods to practical problems or new situations.					
Used examples or illustrations to explain difficult points.					
Summarized what you learned in class or from course materials.					
Analyzed your understanding of what you learned in class or from course materials.					
Made connections across content from different courses.					

3. Which of the following items do you plan to do during your time at MTSU?

	Yes, plan to do.	No, don't plan to do
Participate in an internship, co-op, field experience, student teaching, or clinical placement		
Hold a leadership position in a student organization		
Be an active member of one or more student organizations on campus		
Participate in a Raider Learning Community (2 linked classes in which the same students are jointly enrolled in both courses)		
Participate in education abroad		
Work with a faculty member on a research project		
Complete a culminating senior experience (e.g., capstone course, senior project or thesis, honors thesis, ePortfolio, comprehensive exam)		
Attend non-required campus activities and events, such as concerts, sports events, theatre events/plays, speakers, etc.		
Attend campus activities and events, such as concerts, sports events, theatre events/plays, speakers, etc. as part of a class		
Take an EXL course		
Complete the EXL certificate		
Take one or more classes that require community service or service learning		
Volunteer in the community on your own (not required for class; not for credit)		
Work with other students on course projects or assignments		
Give a course presentation with discussion facilitation		
Complete a written project		
Attend events that address important social, economic, or political issues as part of a class		
Take one or more MT Engage courses		

continued

MTSU-Student Engagement Survey (Senior Version)

1. Please indicate how much you agree with each item by placing a check in one of the boxes.

My experience at MTSU has positively impacted:	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
My ability to write or speak effectively or clearly							
My capacity to think critically or analytically							
My academic performance							
My academic confidence							
My motivation							
My ability to relate material I am reading/studying to what I already know.							
My ability to apply information I am learning							
My ability to assess my strengths and weakness							
My ability to make connections across the content of different disciplines							
My ability to make connections across courses I've taken							
My ability to work effectively or efficiently with others.							
My personal development							
My ability to reflect on what I know.							
My professional development							
My ability to relate my experiences outside of class to what I am learning in class							

2. Please rate the following statements as to how true each statement is of you at this point in time:

	Not at all true of me	Untrue of me	Somewhat untrue of me	Neutral: Neither untrue or true of me	Somewhat true of me	True of me	Very true of me
I am able to communicate effectively to different audiences.							
I am active in the community and help others who are in difficulty.							
I am active in events nationally.							
I participate in community service organizations.							
I am involved on campus.							
I am involved in the political process.							
I am aware of civic or social issues and problems in my community.							

3. During your time at MTSU, how often have you done each of the following things?

	Never	Rarely	Sometimes	Often	Always
Combined ideas from different courses when completing assignments.					
Applied facts, theories, or methods to practical problems or new situations.					
Used examples or illustrations to explain difficult points.					
Summarized what you learned in class or from course materials.					
Analyzed your understanding of what you learned in class or from course materials.					
Made connections across content from different courses.					

4. Which of the following items have you done during your time at MTSU?

	Yes	No
Participated in an internship, co-op, field experience, student teaching, or clinical placement		
Held a leadership position in a student organization		
Been an active member of one or more student organizations on campus		
Participated in a Raider Learning Community (2 linked classes in which the same students are jointly enrolled in both courses)		
Participated in education abroad		
Worked with a faculty member on a research project		
Completed a culminating senior experience (e.g., capstone course, senior project or thesis, honors thesis, ePortfolio, comprehensive exam)		
Attended non-required campus activities and events, such as concerts, sports events, theatre events/plays, speakers, etc.		
Attended campus activities and events, such as concerts, sports events, theatre events/plays, speakers, etc. as part of a class		
Took an EXL course		
Completed the EXL certificate		
Took one or more classes that required community service or service learning		
Volunteered in the community on your own (not required for class; not for credit)		
Worked with other students on course projects or assignments		
Gave a course presentation with discussion facilitation		
Completed a written project		
Attended events that address important social, economic, or political issues as part of a class		
Took one or more MT Engage courses		

continued

5. Instructions: In the next set of questions, you are asked to think about your own learning and the extent to which you use or have used reflection in your learning. *Reflection* involves thinking deeply about your experiences by analyzing them, thinking about what works and what doesn't, and building upon or modifying what you already know based on new knowledge. **Rate the following statements using the 7- point scale provided below.**

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Disagree or Agree	Somewhat Agree	Agree	Strongly Agree
I have strong written communication skills.							
I have strong oral communication skills.							
I use reflection to examine my knowledge about a topic.							
I am good at integrating information across different disciplines or fields of study.							
I am good at applying knowledge I learn to real world situations.							

Considering my educational experiences to date, I have:	Never true	Rarely true	Sometimes but infrequently true	Neutral: Neither untrue or true of me	Sometimes true	Usually true	Always true
Carefully planned my learning tasks in courses.							
Talked with other students or faculty about learning and better ways to study.							
Reviewed previously studied subjects during each semester to make connections.							
Integrated all topics in a course with each other.							
Integrated all topics in a course with those of other courses and activities.							
Mentally processed what I already knew and what I needed to know about different topics.							
Been aware of what I was learning and why I was learning it or why it was important.							
Looked for or made connections between topics in order to have a more comprehensive understanding of something.							
Thought about the meaning of things I was studying and learning in relation to my personal experience.							

Considering my educational experiences to date, I have:	Never true	Rarely true	Sometimes but infrequently true	Neutral: Neither untrue or true of me	Sometimes true	Usually true	Always true
Intentionally tried to adapt myself to the varied demands of different courses and activities.							
Systematically reflected on how I was studying and learning in different contexts and situations.							
Intentionally summarized what I was learning day in, day out, in my studies.							
Intentionally used reflection during a learning experience.							
Worked hard to be positive and to remove negative feelings in relation to my studies and what I was learning.							
Self-assessed my work as a learner in a constructive way.							

ePortfolio Rubric for Evaluating Integrative Thinking and Reflection

Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple academic contexts and educational experiences.

Instructions: Please provide a score for each category and average those scores at the bottom of the page.					
	4	3	2	1	0
Connections to Experience <i>Connects relevant experiences and academic knowledge</i>	Relates experiences to academic knowledge in an exemplary manner; demonstrates a strong understanding of the links between experiences and course theories, material, and academic knowledge.	Relates experiences to academic knowledge in a proficient manner; demonstrates an above average understanding of these links between course theories, material, and academic knowledge, but could make a stronger case for connections.	Demonstrates an average ability to make links between experiences and academic knowledge but has some difficulty understanding these links or connections	Demonstrates a minimal ability to make links or connections between experiences and academic knowledge; work submitted suggests significant difficulty understanding these links and connections.	There is no evidence of connections or links being made between experiences and academic knowledge in the submitted work.
Connections to Discipline <i>Sees (makes) connections across disciplines; perspectives</i>	Makes connections across disciplines in an exemplary manner; demonstrates a strong understanding of the links between disciplines, perspectives, and experiences	Makes connections across disciplines in a proficient manner; demonstrates an above average understanding of these links but could make a stronger case for connections.	Demonstrates an average ability to make connections across disciplines and perspectives; submitted work indicates some difficulty understanding these links or making these connections	Demonstrates a minimal ability to make connections across disciplines and perspectives; submitted work indicates significant difficulty understanding the links between these links or making these connections.	There is no evidence of connections or links being made across disciplines or perspectives in the submitted work.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations and solves problems/ explore issues in an exemplary manner; submitted work indicates a high level ability to adapt and apply your knowledge.	Proficiently uses skills, abilities, theories, or methodologies gained in one situation in new problems or issues; submitted work indicates an above average ability to adapt and apply knowledge.	Submitted work indicates some ability to adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations although evidence is limited	Submitted work indicates a minimal ability to adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations	There is no evidence of the ability to adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situation in the submitted work.
Integrated Communication	Submitted work indicates an exemplary ability to choose the most appropriate formats, language, and/or visual representations to enhance meaning , make clear the interdependence of language and meaning, thought, and expression; demonstrates a superior awareness of purpose and audience.	Submitted work indicates a proficient ability to choose an appropriate format, language, and/or visual representation to explicitly connect content and form; demonstrates an above average awareness of purpose and audience	Submitted work indicates an acceptable or average ability to choose an appropriate format, language, and/or visual representation to explicitly connect content and form; demonstrates an acceptable awareness of purpose and audience	Submitted work indicates a minimal ability to produce an essay, poster, video, PowerPoint presentation, etc. in an appropriate form; demonstrates a minimal awareness of purpose and audience.	Submitted work indicates a lack of ability to produce an essay, poster, video, PowerPoint presentation, etc. in an appropriate form; demonstrates no awareness of purpose and audience.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work.)</i>	Submitted work clearly indicates an exemplary ability to analyze, reflect, judge, and accept/reject ideas; strong evidence of the ability to envision a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts; demonstrates a superior ability to critically examine and reflect on experiences	Submitted work clearly indicates a proficient level of analyzing, judging, and accepting/rejecting ideas; above average ability to envision a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts; demonstrates an above average ability to critically examine and reflect on experiences but analyses should be more specific	Submitted work indicates an acceptable level of analyzing, judging, and accepting/rejecting ideas; some ability to envision a future self (e.g., possibly making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that occurs across multiple and diverse contexts; does not demonstrate the ability to critically examine or reflect on experiences beyond a minimal level.	Submitted work indicates a minimal ability to analyze, judge, and accept/reject ideas; minimal evidence of envisioning a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that occurs across multiple and diverse contexts; does not demonstrate the ability to critically examine or reflect on experiences beyond a minimal level.	Submitted work indicates a lack of ability to analyze, reflect, judge, and accept/reject ideas; does not envision a future self (e.g., making plans that build on past experiences, working with ambiguity and risk, dealing with frustration, considering ethical frameworks, etc.) that has occurred across multiple and diverse contexts; does not demonstrate the ability to critically examine or reflect on experiences beyond a minimal level.
Presentation & Appearance	Information presented in the ePortfolio goes well beyond the minimum requirements specified in the guidelines; The overall appearance of the ePortfolio and submitted work indicates a high level of attention to detail and writing conventions; The ePortfolio is easy to follow and navigate; There is a creative use of technology that greatly enhances the quality of the ePortfolio.	Information presented in the ePortfolio exceeds the minimum requirements specified in the guidelines. The overall appearance of the ePortfolio and submitted work indicates an above average level of attention to detail and writing conventions; The ePortfolio is generally easy to follow and navigate. There are some creative uses of technology that add to the quality of the ePortfolio.	Information presented in the ePortfolio meets the minimum requirements specified in the guidelines. The overall appearance of the ePortfolio and submitted work indicates some attention to detail, but there are some errors that detract from the overall quality of the ePortfolio. The ease in which the ePortfolio can be navigated and followed is acceptable. Creative uses of technology are adequate.	The ePortfolio is missing 1 or more requirements specified in the guidelines. The overall appearance of the ePortfolio and submitted work reflects little attention to detail or grammar, and there are a number of errors that detract from the overall quality of the ePortfolio. The ePortfolio is difficult to navigate and is poorly laid out. Creative uses of technology are minimal.	The ePortfolio is missing many assignments required in the guidelines, and the ePortfolio is largely incomplete. The overall appearance of the ePortfolio and submitted work reflects poor attention to detail. Grammar errors significantly detract from the overall quality of the ePortfolio. Navigation and organization are unacceptable. The use of technology to enhance the quality of the ePortfolio is inadequate or nonexistent.
TOTAL SCORE (SUM CATEGORIES)					
AVERAGE SCORE (TOTAL/# CATEGORIES)					

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