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Comment [DR1]: Incomplete
I. Executive Summary

MT Engage invests in faculty development to lead the enhancement of engagement practices and integrative learning and includes a strong orientation for students that will provide a foundation from which they can build on integrative learning throughout their MTSU experience. MT Engage uniquely intersects instruction, academic support, and student support services. The Learning, Teaching, and Innovative Technologies Center (LT&ITC) provides an established mechanism to deliver extended professional development on the integration of within and beyond the classroom experiences and integrative learning into the classroom. Similarly, our well-established systems to support first-year students provide structures that can be used to deliver a consistent message and orientation to students regarding the opportunities and benefits of their within and beyond-the-classroom experiences and integrative learning. In addition, our Career Center, Digital Media Studio, University Writing Center, and the newly formed MT Engage Office will provide the needed ongoing student support.

II. Process Used to Develop the QEP

Evidence of the involvement of all appropriate constituencies (providing support for compliance with CS 3.3.2 “includes a broad-based involvement of institutional constituencies in the development…of the QEP”)

PROCESS OVERVIEW

Middle Tennessee State University is the oldest and largest institution in the Tennessee Board of Regents 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 campus, 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 programs, 12 doctoral programs, and 13 graduate certificate programs in 2014-2015 per the Academic Program Inventory.

MT Engage developed through an inclusive, comprehensive approach that included input from faculty, administration, and staff, as well as students, alumni, and community members. The process began in 2014 with input from the QEP Topic Selection Committee after the review of assessment data, University resources, and the current initiatives within the University. The Topic Selection 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 literature review and committee members to propose six possible QEP topics to the MTSU community.

The six proposed topics were disseminated for review by campus members 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

Comment [DR2]: In progress
combine the best parts of both initiatives into one. The concept for MT Engage, a program that would encourage academic engagement within freshman and sophomore courses and majors and in which students would develop integrative and reflective thinking utilizing 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; continuing research and conducting literature reviews; resource allocation planning; faculty training and development; program components; and marketing. This committee gathered further input from students, faculty, staff, and community leaders through the administration of multiple surveys, small focus group meetings, and open forum informational sessions. The feedback and data gathered through these avenues 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 of Dr. Dianna Rust, Associate Professor, University Studies, as chair of the QEP Committee by Dr. Brad Bartel, University Provost.

The Topic Selection Committee was comprised of fourteen members, including the Dean of the College of Basic and Applied Science, the President of the Faculty Senate, the Chair of the Chairs Council, faculty representatives from each college, a Student Government representative, and two ex-officio members representing the Provost’s Office and the Office of Institutional Effectiveness, Planning, and Research (IEPR). Members were approved by the University Provost’s Office.

<table>
<thead>
<tr>
<th>COMMITTEE MEMBERS</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Boraiko</td>
<td>Associate Professor, Engineering Technology</td>
</tr>
<tr>
<td>Scott Boyd</td>
<td>Professor, Speech and Theatre</td>
</tr>
<tr>
<td>Michelle Boyer-Pennington</td>
<td>Professor, Psychology</td>
</tr>
<tr>
<td>Bud Fischer</td>
<td>Dean, Basic and Applied Sciences</td>
</tr>
<tr>
<td>Jeff Gibson</td>
<td>Chairperson, Speech and Theatre</td>
</tr>
<tr>
<td>Terry Goodin</td>
<td>Assistant Professor, Womack Educational Leadership</td>
</tr>
<tr>
<td>Tim Graeff</td>
<td>Professor, Management and Marketing</td>
</tr>
<tr>
<td>Ronda Henderson</td>
<td>Associate Professor, Business Communication and Entrepreneurship</td>
</tr>
<tr>
<td>Neyland Hopkins</td>
<td>SGA Student Representative</td>
</tr>
<tr>
<td>Marva Lucas</td>
<td>Chairperson, University Studies</td>
</tr>
<tr>
<td>Sheila Otto</td>
<td>Associate Professor, English</td>
</tr>
</tbody>
</table>
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.

**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, course redesigns with the intent of creating pedagogies that enhance learning through “hands-on” learning and the appropriate use of technology to allow more classroom interaction were noted as targeted changes.

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 body for review.

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, focus groups, 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, the Student Retention Survey Project, and the California Critical Thinking Skills Test (CCTST).

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 being engaged academically. In 2011, although MTSU did see a sharp increase in students’ overall satisfaction, three notable areas of deficiency stood out as those in need of improvement. MTSU’s means 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 below mean scores, in 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, Seniors’ means differed significantly from the national average in three areas: seniors’ means were significantly lower in Reflective & Integrative Learning (AC), Collaborative Learning (LWP), and Supportive Environment (CE). In contrast, MTSU’s mean 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’ decision to reenroll and to uncover possible strategies to improve student retention. For underclassmen, students were influenced by their sense of “fitting-in.” The Topic Selection Committee noted lack of engagement as one factor that 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.

### Freshman Retention

**Cohort Year – 2013**

**First-time Freshman, Full-Time & Part-Time**

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2013</th>
<th>%</th>
<th>Fall 2015</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td></td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Dropped</td>
<td>0</td>
<td>0.0%</td>
<td>726</td>
<td>22.8%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>3179</td>
<td>100.0%</td>
<td>2231</td>
<td>70.2%</td>
</tr>
<tr>
<td></td>
<td>1907</td>
<td>60.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pending Graduation</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Transferred</td>
<td>0</td>
<td>0.0%</td>
<td>222</td>
<td>7.0%</td>
</tr>
<tr>
<td></td>
<td>258</td>
<td>8.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3179</td>
<td>100%</td>
<td>3179</td>
<td>100%</td>
</tr>
</tbody>
</table>

A comprehensive list of reviewed data can be found as Appendix A.

**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 results indicated the three most desired traits of a college graduate to be 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 goals of fostering a culture of engaged learning and integrative thinking by infusing high impact educational practices across the curriculum.

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 to 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/reflective thinking. Some selected findings from the student focus groups are listed below.

- Students like learning how a great variety of topics are related.
- They like learning 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 benefits 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’s reaffirmation of accreditation. The page included a feedback form where University and community members 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%20Notes.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.

<table>
<thead>
<tr>
<th>Expand the Experiential Learning Program (EXL) to Freshmen and Sophomore Level Classes</th>
<th>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 study abroad. Students can begin documenting experiences through an ePortfolio in the Freshman/Sophomore years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked Classes</td>
<td>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.</td>
</tr>
<tr>
<td>Connecting College Learning Experiences to Career</td>
<td>For this program, 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.</td>
</tr>
</tbody>
</table>
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 co-curricular 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 and events, 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 Freshmen 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.

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, by email invitation from University President Sidney McPhee, 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. They 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, administration, and community members was 20.5% (n = 548 responses). The top three choices were First Generation Freshmen 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 Freshmen 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 to 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/strengths.php](http://mtsu.edu/QEP/strengths.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.

The final topic proposal for Engagement for Academic and Professional Success (working title) was presented to, and subsequently supported by, University President, Dr. Sidney McPhee, and Provost, Dr. 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—was 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 the general education core 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. A summary of MT Engage is provided below. More detail is provided in VII. Actions to Be Implemented section:

**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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**QEP PLAN DEVELOPMENT PROCESS**

*Development Committee*

With the approval of the selected topic, preparation 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 academic department (22), as well as students and the community. A total of 62 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) Research; (2) Resources; (3) Student Learning Outcomes and Assessment; and (4) Action Steps. 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 (http://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, Speech and Theatre
Janis Brickey, Associate Professor, Interior Design
Wynnfred Counts, Student-Athlete Enhancement Center
Bene Cox, Margaret H. Ordoubadian University Writing Center; English
Kathy Crisp, Assistant Vice President of Administrative and Business Services, Division of Business and Finance
David Gotcher, Associate Dean, University College
Neyland Hopkins, MTSU Student Member
Danny Kelley, Assistant Vice-President for Student Affairs
Meredith Kerr, Development Director, College of Liberal Arts
Marva Lucas, Chairperson, University Studies
Patti Miller, Associate Vice President, Campus Planning
Lisa Rogers, Assistant Vice President, Enterprise Resource Planning Systems
Rebecca Smith, Chairperson, Social Work
Todd Bene, Student Representative
Virginia Gadd, Student Representative
Neyland Hopkins, Student Representative

**Research Subcommittee Members**

**Jason Vance,** Chair; **Assistant Professor, Walker Library**
**Nancy McCormick,** Vice-Chair; **Associate Professor, College of Graduate Studies**
Carol Boriako, Associate Professor, Engineering Technology
Dusty Doddridge, Assistant Director for Employer Relations; Career Development Center
Lynda Duke, 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

**Action Steps Subcommittee Members**
Lara Daniel, Chair; Assistant Dean for Assessment, Jones College of Business
Rebecca Foote, Vice-Chair; Accounting Instructional Coordinator

**Marketing**
Jimmy Hart, Chair; Director, News and Media Relations
Tyler Henson, Assistant Director, Scheduling Center
Lucy Langworthy, Advising Manager, College of Liberal Arts
Mary Esther Reed, Community Member
Cole Fullerton, Student Representative
Rachel Tigner, Student Representative

**Faculty Development**
Tom Brinthaupt, Chair; Director of Faculty Development; Professor, Psychology
Sharon Coleman, Professor, Human Sciences
Bud Fischer, Dean, Basic and Applied Sciences
Jeff Gibson, Chairperson, Speech and Theatre
Robert Kalwinsky, Professor, Electronic Media Communication
Sharon Smith, Interim Department Chair, Communication Studies and Organizational Communication

**Scholar's Plan**
Terri Tharp, Chair; Assistant Professor, Elementary and Special Education
Todd Benne, Student Representative
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
Jamie Morgan, Executive Secretary, College of Education
Gina Poff, Director, New Student and Family Programs
Rick Sluder, Vice Provost for Student Success
Brandon Lewis, Student Representative

**Student Learning Outcomes Subcommittee Members**
Michelle Boyer-Pennington, Chair; Professor, Psychology
Carol Swayze, Vice-Chair; University College Administration, EXL Director
Chris Brewer, Director of Data Management and Institutional Research
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
MT Engage Logo and Slogan Development

The Development Committee enlisted member 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.

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 students 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 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 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. See Appendix B for the complete list of questions and comments.

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 General Education Committee endorsed MT Engage at their September 25, 2015 meeting. Over XXI meetings were attended by the QEP Chair and Subcommittee Chairs from April 2013 to January 2015 to inform the campus community and to solicit input regarding MT Engage. (see Appendix C).

A summary timeline of these QEP development efforts can be found below:
### Quality Enhancement Plan Development Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Fall 2013</strong></td>
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<tr>
<td>Fall 2013</td>
<td>QEP Planning Begins</td>
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<tr>
<td>Fall 2013</td>
<td>Dr. Dianna Rust Selected as Chair</td>
</tr>
<tr>
<td>Nov.-Dec. 2013</td>
<td>Topic Selection Committee Selection Process</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td></td>
</tr>
<tr>
<td>2/7/2014</td>
<td>First Meeting and Charge of Topic Selection Committee</td>
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<tr>
<td>Ongoing</td>
<td>Topic Selection Committee Meetings</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Information Sharing with Departments and University Groups</td>
</tr>
<tr>
<td>February 2014</td>
<td>Student Focus Group Data Gathering Sessions</td>
</tr>
<tr>
<td>3/5/2014</td>
<td>Topic Selection Committee Brainstorming Session</td>
</tr>
<tr>
<td>3/13/2014</td>
<td>QEP Webpage Established</td>
</tr>
<tr>
<td>3/18/2014</td>
<td>QEP Preparation Announcement and Call for Proposals by Dr. Sidney A. McPhee</td>
</tr>
<tr>
<td>3/20/2014</td>
<td>Six Proposed Topics Determined</td>
</tr>
<tr>
<td>3/28/2014</td>
<td>Request for Information Survey sent to Faculty/Staff and Administration</td>
</tr>
<tr>
<td>3/28/2014</td>
<td>Request for Information Survey sent to Student Body</td>
</tr>
<tr>
<td>4/16/2014</td>
<td>Proposed Topics Narrowed to Four</td>
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<tr>
<td>4/23/2014</td>
<td>Small Group Meetings for Topic Discussion</td>
</tr>
<tr>
<td>4/30/2015</td>
<td>Proposed Topics Narrowed to Two with MT Engage as Top Choice</td>
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<tr>
<td><strong>Summer 2014</strong></td>
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<tr>
<td>Summer 2014</td>
<td>MT Engage supported by Provost and President</td>
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<tr>
<td>Summer 2014</td>
<td>MT Engage concept presented to Faculty Senate and Chairs Retreat</td>
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<tr>
<td>July-August</td>
<td>QEP Development Committee Selection Process</td>
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<td><strong>Fall 2014</strong></td>
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<tr>
<td>8/18/2014</td>
<td>Final Topic Selection Committee Meeting</td>
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<tr>
<td>8/26/2014</td>
<td>Meeting with Advertising Campaigns Class</td>
</tr>
<tr>
<td>9/4/2014</td>
<td>First Meeting and Charge of QEP Development Committee</td>
</tr>
<tr>
<td>9/9/2014</td>
<td>QEP Development Committee Subcommittee Chairs and Members Assigned</td>
</tr>
<tr>
<td>9/29/2014</td>
<td>MT Engage accepted by President’s Cabinet</td>
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<tr>
<td>October-</td>
<td>Logo Contest</td>
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<td>November 2014</td>
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<tr>
<td>11/6/2014</td>
<td>MT Engage Launch Event</td>
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<td>11/17/2014</td>
<td>Department Chair Survey on MT Engage and ePortfolios</td>
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<td>12/14/2014</td>
<td>Student Survey on MT Engage Interest and Participation</td>
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<tr>
<td>Ongoing</td>
<td>QEP Subcommittee Meetings As Needed (Definitions, Student Learning Outcomes and Goals Determined)</td>
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<tr>
<td>Ongoing</td>
<td>Information Sharing with Departments and University Groups</td>
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<tr>
<td><strong>Spring 2015</strong></td>
<td></td>
</tr>
<tr>
<td>1/29/2015</td>
<td>Meeting with Advertising Campaigns Class</td>
</tr>
<tr>
<td>2/1/2015</td>
<td>Faculty Survey on MT Engage Interest and Participation</td>
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</tbody>
</table>
III. Topic Overview

A topic that is creative and vital to the long-term improvement of student learning (providing support for compliance with CR2.12 “focuses on learning outcomes and/or the environment supporting student learning”)

The QEP committee has selected a topic and developed a plan that 1) supports 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:

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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, co-curricular 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 Tennessee Board of Regent’s (TBR) 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 co-curricular and extra-curricular 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 Regent’s 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 2013-1016, 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, which focused on educational outcomes, 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 creating 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 its 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 more suited to lower division instruction.

2) Focus on Integrative Thinking and Reflection
As stated earlier, 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 & 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 curriculm 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 the VII. Actions to Be Implemented section) 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 the VII. Action section 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
The program 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 as 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 in place. 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 on-campus 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 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 Residence Life Department. These LLCs house students with common academic goals together in a residence hall. LLC student advisors serve as mentors to the groups and live on-site. 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 University Housing 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 Mathematics 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 to teach history. 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 learning and reflection. (The faculty development initiative is discussed in the VII. Actions to Be Implemented section of this report). The LT&ITC is MTSU’s support center for faculty development and teaching excellence. Our 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 between 25-30 workshops per year. Most of these workshops are presented by non-center staff who are drawn from faculty expertise across the university. The Directors of Faculty Development and Teaching Excellence receive summer support that will enable 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’s efforts include:

• Providing 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.
• Integration with the primary Student Information System (Banner Students) for designation of classes and resource access control.
• Electronic communication for and about the program – examples include email and phone communications, a website for both documentation of the QEP process and for marketing of the MT Engage program;
• 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;
• A technology Help Desk – available to both faculty and students to answer hardware and software questions;
• 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 considering 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 that there was limited awareness by students as to the knowledge gained through the lower division (specifically general education) curriculum, and 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 conducted by the Jones College of Business (JCB). Some of the findings are listed below.
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 lead the enhancement of engagement practices and integrative learning and includes a strong orientation for students that will provide a foundation from which they can build on integrative learning throughout their MTSU experience. MT Engage uniquely intersects instruction, academic support, and student support services. The LT&ITC provides an established mechanism to deliver extended professional development on the integration of within and beyond the classroom experiences and integrative learning into the classroom. MT Engage initially focuses on freshman and sophomore level courses and students, 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 the opportunities and benefits of their within and beyond the classroom experiences and 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 and search for the beyond-the-classroom experiences most aligned with their major. 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 the VII. Actions section.

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 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 will provide students with assistance in selecting experiences in alignment with the major they have chosen.

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:
Specific, well-defined outcomes related to an issue of substance and depth, expected to lead to observable results (providing support for compliance with CS 3.3.2 “identifies goals”)

The student learning outcome for MT Engage, to be derived through a process of academic engagement, is integrative thinking and reflection. 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, as well as 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 thinking will be used to assess students’ integrative thinking and reflection (see Appendix D for rubric):

- 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); and
- 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).

V. Literature Review and Best Practices:

Evidence of consideration of best practices related to the topic (providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)

Engagement

MTSU is dedicated to engaged teaching and learning. In the University’s “The Reach to Distinction,” the University’s 2015-2025 Academic Master Plan 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
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, & 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 US 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 HiPs/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), 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 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). Rogers (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 & 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 to define critical reflection as:

The meta-cognitive 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’ critical 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, Hutcheon, 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 co-curriculum, or between academic knowledge or practice (p. 4).

MT Engage defines integrative learning 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 co-curriculum, 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 Thinking 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 to 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 & 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, & 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 connection between academic, co-curricular, and lived experiences (p. 4). MT Engage allows for 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 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).

VI. Actions to be Implemented

Evidence of careful analysis of institutional context in designing actions capable of generating the desired student learning outcomes (providing support for compliance with CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)

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 which will showcase their integrative thinking and reflection:

- About Me
- Career & 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 freshmen 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 may include a scholarship for the Junior and Senior year. Awards and recognition will be available for senior MT Engage students who have taken upper division MT Engage courses. Details are provided below.

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 attendance 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 building a culture of engagement at MTSU, MT Engage will focus on five initiatives—two curriculum initiatives and three support initiatives which will be discussed below.

Two curriculum initiatives:

1. **MT Engage Foundation Pathway**: This initiative focuses on enhancement of lower division courses. Support through faculty development initiatives such as a Summer Institute, workshops and 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 co-curricular 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 E). While the integrative thinking/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 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 MTE for documentation and tracking purposes. These courses can be used by students to fulfill components of the MT Engage Program which is discussed below.

In Fall 2015, seven sections of UNIV 1010 were revised to align with the MT Engage components. (See below for reflection questions and beyond the course assignments used in these sections.) The instructors of these pilot sections provided feedback on the integrative thinking/reflection assignments, as well as some of the assessment tools. In spring 2016, additional courses participated in piloting MT Engage components.

Because UNIV 1010 involves so many of our new students (1,222 students enrolled in Fall 2014 and 98.7% were freshman) and because of the alignment between the MT Engage goals and 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. Some sections of UNIV 1010 will utilize deeper methods to foster integrative learning, including service-learning and Raider Learning Communities. The chart below 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 as part of MT Engage starting in Fall 2017. This is the equivalent course for transfer students.

**MT Engage UNIV 1010 Projections:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>7 sections piloting</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>30-35% sections of UNIV 1010; pilot a section of UNIV 2020</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>35-40% sections of UNIV 1010 additional UNIV 2020 sections</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>40-45% sections of UNIV 1010; additional UNIV 2020 sections</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>45-50% sections of UNIV 1010; additional UNIV 2020 sections</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>50-60% sections of UNIV 1010; additional UNIV 2020 sections</td>
</tr>
</tbody>
</table>

2. **MT Engage Major Pathway:** MT Engage initiative 2, Major Pathways, will provide students with opportunities to practice and apply their integrative thinking and reflection skills through their major. Departments will be provided support in the form of Professional Learning Communities (PLC) to engage in curriculum development and redesign to incorporate MT Engage components into the major (PLC requirements are listed below). 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 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 MTE for documentation and tracking purposes. These courses can be used by students to fulfill components of the MT Engage Program which is discussed below.
Majors who participate will be highlighted on the MT Engage website. Currently, the Departments of [ ] have expressed interest in participating as a MT Engage Major Pathway. A survey was conducted with department chairs to determine interest within majors for developing an ePortfolio and out of 37 responses, 21 said they were interested, 10 said they were not interested, and 5 said maybe. This list indicates a broad interest in the topic from which to build MT Engage Major Pathways.

Three initiatives will support these curricular pathways:

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 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 program goal of fostering a culture of engaged learning. Through the LT&ITC, general workshops and FLCs 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 (over 5 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 (over 3 years) and the Director of Teaching Excellence manages this program as well as developing an annual workshop schedule. The LT&ITC typically offers between 25-30 workshops per year. Most of these workshops are presented by non-center staff who are drawn from faculty expertise across the university (see below for sample workshops which support MT Engage). 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 work in 12-month positions will also provide for MT Engage Faculty Development. 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.

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**Comment [DR8]**: Add list of majors who have stated they would like to participate.

**Comment [DR9]**: Create sample workshop topics.
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. 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 2016-2017 MT Engage FLCs was sent in January 2016 (see example in Appendix F). 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.

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. This presentation will be done in conjunction with the LT&ITC Directors.

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.

1) 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

Comment [DR10]: Need to create
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).

2) 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.

3) 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 by 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; and 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 with students, 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. By the end of each session, students are invited to return, and they participate in a reflection of what they need to do next in improving 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 revising process. Also, the Center will continue to help students in building 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 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 developing and implementing a job search strategy. The Career Development Center delivers presentations to UNIV 1010/2020 courses, as well as senior level courses upon request, to cover topics such as resumes and cover letters, the job search process, networking, etc. Document Drop is a service provided to help 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 this 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 the 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](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 for all 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 at various levels. The components are reflective of the three-fold slogan: Engage Academically, Learn Exponentially, Showcase Yourself. The components of the MT Engage program will reflect the MT Engage 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**

In-the-Classroom Experiences
- 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.
Beyond-the-Classroom Experiences

- 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.
- Each beyond-the-classroom experience will be documented in the student’s ePortfolio.

The ePortfolio

- The ePortfolio will be a combination of both within-the-classroom and beyond-the-classroom experiences. 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 ones will be awarded.
- The completed ePortfolio will be assessed after the first semester of the senior year, and cash awards given.

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 a 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; scholarship opportunities upon completion of the sophomore ePortfolio (see Appendix G for details), and an electronic badge awarded 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 at a reception. The full incentive/recognition plan is outlined below; incentives will take place at certain benchmarks.

Recognition at Certain Benchmarks:
- Freshmen: Upon enrollment in an MT Engage course, students will receive a t-shirt and an MT Engage button
- Sophomore: Eligible to become mentors for freshmen and to obtain class credit for a MTE 1 hour Practicum; eligible to submit ePortfolio for scholarship award
- Junior: Eligible to become or continue as a mentor for freshmen/sophomores and to obtain class credit for a MTE 1 hour Practicum
- Senior: Eligible to become or continue as a mentor for freshmen/sophomores and to obtain class credit for a MTE 1 hour Practicum; eligible for senior cash awards for exemplary ePortfolio

VII. Timeline:
A logical calendaring of all actions to be implemented

I. Pilot MT Engage courses in Fall 2015 and Spring 2016.
II. Fall 2016 introduce MT Engage with freshman and sophomore level MT Engage classes (Year 1).
III. Fall 2017 recruit additional freshman and sophomore level MT Engage classes (Year 2).
IV. Fall 2018 pilot MT Engage in some majors (Year 3).
V. Fall 2019 recruit additional majors to participate (Year 4)
VI. Fall 2020 pilot MT Engage in some graduate programs (Year 5).

Action Plan Timeline Summary

The MT Engage Action Plan Timeline Summary is shown below with a complete timeline of major initiatives on pages ______. The assessment timeline will be discussed in the Assessment Section of the report. As noted in the timeline summary, major action steps include:

- Fall / Spring 2016: Pilot aspects 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, and a Technical Clerk
  - Develop and launch the MT Engage Oversight Committee;
- Fall 2016: MT Engage classes and the MT Engage Experiences database launches;
- Spring 2017: ePortfolio workshops held for students;
- Fall 2017: Offer MT Engage 1 hour Practicum class 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 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 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, seven sections of MT Engage UNIV 1010 were piloted in Fall 2015 and an additional 3 courses were piloted in Spring 2016 including HIST 3070, ENGL 1020 and _____. Starting in Fall 2016, we envision the recruitment of courses taking place in phases over five years as follows:

Phase I: Fall 2016 & Spring 2017 (lower division):
- Increase UNIV 1010 sections in Fall 2016
- Pilot general education courses ENGL 1010, COMM 2200, PHYS 1130, HIST 2020, PSY 1410 etc. in Fall 2016
DRAFT QEP PLAN, December 4, 2015

- Pilot lower division introduction courses in the major (i.e., THEA 2000, etc.)
- HIST 2010 and/or 2030, CHEM 1120, JOUR 1020, ENGL 1020, ECON 2420
- Add additional general education/lower division courses

Phase II: Fall 2017 & Spring 2018 (lower division):
- UNIV 1010 sections added Fall 2017
- Add Humanities and Fine Arts and Social Behavioral Sciences General Education classes
- Add additional general education/lower division courses
- Add online sections of classes

Phase III: Fall 2018 & Spring 2019 (upper division and majors):
- Add General Education classes in colleges/departments not already participating;
- Pilot Majors as MT Engage Major Pathways

Phase IV: Fall 2019 & Spring 2020 (additional majors offered):
- Add General Education classes in colleges/departments not already participating
- Add additional majors as MT Engage Major Pathways

Phase V: Fall 2020 & Spring 2021 (pilot graduate courses/programs):
- Select graduate programs offered as MT Engage (Master’s of Liberal Arts, etc.)
- Add General Education classes in colleges/departments not already participating
- Add additional majors as MT Engage Major Pathways

This plan for phasing in MT Engage courses will result in the institutionalizing of integrative thinking and reflection practices in the curriculum over a 5 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 how many students will be impacted can be gained by projecting what would happen over a five-year period with a sample of 37 sections* that are planned to be offered in Fall 2016. We have projected an average enrollment of 20 students. 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 740 students being introduced to MT Engage and integrative thinking/reflection in Fall 2016. If these sections were offered again each Fall, then 2,960 students would be impacted by the end of the five-year period based on these 37 sections alone. See Table below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment/Section</th>
<th># of sections</th>
<th>Total Students Reached Fall 2016</th>
<th>Total Students Reached by Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 1010 (12 sections)</td>
<td>20</td>
<td>12</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>ARAB 1010</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>80</td>
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<tr>
<td>HIST 3070</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>80</td>
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<td>TBD</td>
<td>20</td>
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<td>80</td>
</tr>
<tr>
<td>TBD</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

Comment [DR20]: update
Comment [DR21]: update list
Comment [DR22]: DRAFT table. Not finalized
**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 launch of MT Engage, 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 campus (see Appendix B). 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 received a FAQ handout about MT Engage. Additionally, a contest was held via email to provide basic information about MT Engage that required faculty, staff, and administrators to correctly answer questions on a survey to be entered to win a parking spot. This resulted in 344 participants. To continue the awareness of MT Engage among faculty, presentations will be made at the new faculty orientation each year.

A plan was also developed to raise awareness of MT Engage among students. As noted earlier, CUSTOMS, MTSU’s new student orientation, 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 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. This resulted in over ______ likes to the MT Engage Facebook site and ______ comments to the page.

**Add a few select Facebook comments as infographics in this section such as**

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

Cassius Croom: I work a part time job and go to class full time. I’ve been to the Student Success Summit in September and have studied abroad in Spain; I plan to do so again next year! I’ve 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 RA’s 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.

The MT Engage Office will oversee the ongoing marketing and communications plan that will effectively promote academic engagement and the value of integrative thinking and reflection. 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. A Marketing and Communications budget for five years can be found in the Resources section of this report.

**MT Engage Marketing and Communications Plan**

**Marketing Objective:**
1) To increase awareness of our QEP, MT Engage, along with its learning objectives and program goals to students, faculty, staff, administration, and parents

**Audience(s):**
- Future MTSU freshman (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 & Info Boards
- Facebook
- Twitter
- MT Engage Web Page (post highlights of students and faculty)
- CUSTOMS Parent Video
- CUSTOMS Student Video
- Admissions Booklet
- MTSU Info for Parents Book
MTSU Freshman Info 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)
- The BIG Event with the Student Government Association
- Student Organizational 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:**
Clear lines of responsibility for implementation and sustainability

**Administrative Structure**
In order to support the goal of creating a culture of engaged learning at MTSU and to support student's integrative learning an administrative structure will be created. An MT Engage Office will be established to focus on implementing the initiatives as 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 Provost’s Office and 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 begin July 2016. It is envisioned that the program will grow to the point that in 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 (LTITC), Institutional Effectiveness Planning and Research (IEPR), and MT Engage faculty will provide project support.

**MT Engage Director**
As noted in the job description (see Appendix H), the Director will provide leadership to the MT Engage Foundation and MT Engage Major Pathways 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 ensuring that the assessment and evaluation plan is implemented. The Director will collaborate with the LTITC 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 in fall and spring and summer pay to administer MT Engage and will teach MT Engage course(s) for their academic department. The five-year budget shows that in 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 MT Engage Recognition initiatives and other student related aspects of the plan. In addition the Assistant
Director will oversee the marketing and communications plan (see job description in Appendix H).

**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 3 hours reassigned time in fall and spring and summer pay to lead the assessment of MT Engage (see job description in Appendix H).

**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 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 per college and 3 student representatives as well as representation from Faculty Senate, Learning Teaching and Innovative Technologies Center, Information Technology Division, Center for Student Leadership and Involvement (CSIL), University Writing Center, Chairs Council Executive Council representative, Institutional Effectiveness Planning and Research, 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 college/division and soliciting participants for the MT Engage Faculty Learning Communities and 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 learning/reflective thinking outcome, will receive compensation for serving as assessors of student work placed in the ePortfolio. MT Engage faculty will also be utilized to conduct MT Engage workshops for faculty and lead the Faculty Learning Communities/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) and the Digital Media Studio (DMS). These offices will use existing staff to support MT Engage. However, dollars are allocated under for additional DMS student workers and UWC graduate assistants as the program grows.
IX. Resources:

A realistic allocation of sufficient human, financial, and physical resources (providing support for compliance CS 3.3.2 “institutional capability for the initiation, implementation, and completion of the QEP”)

Middle Tennessee State University has sufficient resources to implement and sustain this QEP. Discussions of the resource needs of this QEP began in the Fall of 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 QEP budget to the vice presidents. MTSU President Sydney 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) from the planning year become recurring beginning in year one (FY 2016-2017) and will be supplemented with an initial $150,000 increase in recurring funding. Also in year one of implementation, there are some one-time expenditures of approximately $30,000. Small increases in recurring funding are anticipated as the program grows and are shown in the budget. The 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 I for 5 Year Budget).
The MT Engage five year budget includes additional personnel to directly support the implementation and assessment of the program starting in year one 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. It is envisioned that the program will grow to the point that in year three, 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 below). This plan was outlined in Section VI. Actions to be Implemented found above. Annual scholarship dollars of ___________ will support the MT Engage Scholarship Award. 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. As MT Engage develops, adjustments will be made to the budget projections as needed.

### MT Engage Marketing and Communications Budget

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<th>Item</th>
<th>Number</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Promotional Items</td>
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<td>Student Engagement Events</td>
<td>2</td>
<td>$1,800</td>
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### DRAFT QEP PLAN, December 4, 2015

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Banners</td>
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<tr>
<td>Floor Decals</td>
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<tr>
<td>Brochure</td>
<td>4000 $1,000</td>
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<tr>
<td>Student Contest Prizes/Event Prizes**</td>
<td>6 $900</td>
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<tr>
<td>Sidelines Advertising 1/4 page</td>
<td>3 $750</td>
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<tr>
<td>Pop-Up Banners</td>
<td>2 $600</td>
</tr>
<tr>
<td>Connection Point Events</td>
<td>4 $600</td>
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<tr>
<td>Information Table Set-Ups (Tablecloths)</td>
<td>2 $550</td>
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<tr>
<td>Posters 16x20</td>
<td>50 $450</td>
</tr>
<tr>
<td>Posters 12x18</td>
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<td>Convocation Flyer</td>
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<tr>
<td>TableTop Tents</td>
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<tr>
<td>CUSTOMS</td>
<td>1 $150</td>
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<td>Digital Signage on Campus</td>
<td>Multi $75</td>
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<td>Advisor Training Flyer</td>
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<td>MT Engage Website</td>
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<tr>
<td>Feature Spot on MTSU Home Page</td>
<td>3X/year $</td>
</tr>
<tr>
<td>Marketing Videos</td>
<td>3 $</td>
</tr>
<tr>
<td>News releases and media spots</td>
<td>5 $</td>
</tr>
<tr>
<td>Feature on Computer Desktops</td>
<td>1000 $</td>
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<tr>
<td>Social Media</td>
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<td><strong>Total</strong></td>
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**YEAR ONE 2016-2017**

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Continued Support to be Determined</td>
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**YEAR TWO 2017-2018**

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<th>Item</th>
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**YEAR THREE 2018-2019**

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**YEAR FOUR 2019-2020**

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<tr>
<th>Item</th>
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**YEAR FIVE 2020-2021**

<table>
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<tr>
<th>Item</th>
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<tbody>
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<td>$5,000</td>
</tr>
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</table>
In-kind supports are provided by several units on campus, including the UWC, the DMS, the LT&ITC, and the 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 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. In addition, the faculty and adjuncts who will teach the redesigned MT Engage sections are funded through academic department budgets and the Academic Affairs budgets providing additional in-kind support.

Office space for the MT Engage program has been identified in _________ and will include offices for the director, assistant director, assessment coordinator as well as a reception area with a desk for the technical clerk and storage space. This location is ….. 

The proposed total budget for 2015-2016 for Middle Tennessee State University is approximately $309,755,200.00 million for Education & General. At less than one tenth of 1% of MTSU’s total budget, the proposed QEP budget will not place a financial burden on the University. During fiscal year 2015, the University had $50,170,575.48 in unrestricted net position, $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.

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 Tennessee Board of Regents approved a 3.1 percent tuition increase for the University for FY 2015-16. 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 enhancing the academic experience for these students through initiatives of our Quest for Student Success and MT Engage.

X. Assessment:

A comprehensive evaluation plan

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 the MT Engage QEP 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 it is possible to track students who have enrolled in one or more sections of MT Engage courses; 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 major or minors and which students complete and submit an ePortfolio at the 2-year and 4-year time points. The IEPR Office will create a dashboard to collect, analyze, and report information on both program goals.

**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 J.

- 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 5 (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 K.

- 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). This survey can be found in Appendix L.

- Faculty Activity survey. 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 this survey to document their past or current teaching activities or pedagogical practices in the classroom prior to teaching the MT Engage course. At the end of the 5-year cycle, these same faculty will be asked to complete the survey documenting their teaching practices in the MT Engage program and any changes in their attitudes or perceptions of teaching. This rubric can be found in Appendix M.

[needs to be developed]

- 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 student orientation, as well as at the end of the sophomore year (i.e., end of 2-year program) and senior year (i.e., end of 4-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 end of 2-year and 4-year versions will also include a re-presentation of items on the Pre-Program survey to assess for perceived changes in students’ integrative thinking and reflection skills. All three versions of this survey can be found in Appendix N.

Direct Measures

- The Integrative Thinking and Reflection rubric. This rubric is adapted from the AAC&U VALUE rubric on integrative learning. It will be used by faculty teaching MT Engage courses to assess students’ within-the-classroom and beyond-the-classroom signature assignments/culminating assignments (i.e., artifacts that will go in the ePortfolio) and reflective writing pieces. This rubric will also be used to assess the overall content of the ePortfolio. This rubric can be found in Appendix D.

- The ePortfolio rubric. This rubric can be found in Appendix O. [need to develop this rubric]
STUDENT LEARNING OUTCOME ASSESSMENT

Year O (2015-2016): During Fall 2015, pilot testing will begin in select redesigned sections of UNIV 1010. Students enrolled in seven pilot sections of MT Engage UNIV 1010 will complete the 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 enrolled in the pilot sections of MT Engage UNIV 1010 will not know their course sections differ from other sections prior to the start of classes. Instructors of pilot sections will assign both within-the-classroom (WTC) and beyond-the-classroom (BTC) assignments that will be graded using the Integrative Thinking and Reflection rubric. To determine whether students enrolled in the MT Engage sections of UNIV 1010 report being more engaged than students in non-MT Engage sections of the course, students in the seven pilot sections UNIV 1010 and seven regular sections of UNIV 1010 will complete the End-of-Course survey when course evaluations are conducted.

During Spring 2016, pilot testing will begin in select redesigned sections of courses. Faculty in these classes will pilot test their WTC and BTC coursework, the ePortfolio concept, 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.

Also, during Spring 2016, faculty who participated in the Fall 2015 UNIV 1010 pilot will report on their WTC and BTC 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, and the new course outline for UNIV 1010 will be distributed to all faculty teaching MT Engage sections of the course in Fall 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.

During Fall 2016, additional sections of UNIV 1010 for MT Engage will be offered using the course outline developed 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 WTC and BTC assignments and requirements for the class, there would not be uniformity in the offering 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.

During Spring 2017, additional general education and lower division courses will be added to the MT Engage curriculum, and department advisors 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. Data collected during Summer 2016 as part of CUSTOMS will be analyzed to establish baseline data for Cohort 1.

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 preregistration 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 in Appendix P. 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, ePortfolios from Cohort 1 will be assessed using the ePortfolio rubric and the Integrative Thinking and Reflection rubric. Additional analyses will be conducted using data from the 2-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. 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 4-year MT Engage program will enroll in upper division courses in their major 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 2-year template). 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.

Data collected during Summer 2018 as part of Cohort 3 CUSTOMS sessions will be analyzed to establish baseline data for Cohort 3. Data from the *End-of-Program surveys* for Cohort 2 will be assessed for change, and ePortfolios for Cohort 2 will be analyzed using the ePortfolio rubric and the Integrative Thinking and Reflection 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. 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 program of study, major 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.

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 4-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 4-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 earlier described 4-year ePortfolio template).

Data collected during Summer 2019 as part of CUSTOMS will be analyzed to establish baseline data for Cohort 4. ePortfolios for Cohorts 1 and 3 will be analyzed using the ePortfolio rubric and the Integrative Thinking and Reflection 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. 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.

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 2-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 4-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 4-year MT Engage program.

Data collected during Summer 2020 as part of CUSTOMS will be analyzed to establish baseline data for Cohort 5. ePortfolios for Cohorts 2 and 4 will be analyzed using the ePortfolio rubric and the Integrative Thinking and Reflection 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 reflections 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 can be found below:
<table>
<thead>
<tr>
<th>Semester</th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>Cohort 3</th>
<th>Cohort 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2015</strong>&lt;br&gt;QEP PLAN&lt;br&gt;Year 0 - AY 2015-2016</td>
<td>• Pilot new MT Engage curriculum December 4, 2016 courses &lt;br&gt; o Pilot Pre-Program Survey (including Reflection Survey) &lt;br&gt; o Pilot End-of-Course Survey &lt;br&gt; o Pilot Integrative Thinking &amp; Reflection rubric</td>
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<tr>
<td><strong>Spring 2016</strong>&lt;br&gt;Year 1 - AY 2016-2017</td>
<td>• Pilot MT Engage concept in other general education courses (with surveys, ePortfolio, &amp; rubrics) &lt;br&gt; • Pilot revised Pre-Program Survey in UNIV 1010 courses &lt;br&gt; • Analyze student responses from Fall 2015 surveys; revise scales if necessary; validate scales</td>
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<tr>
<td><strong>Fall 2016</strong>&lt;br&gt;Year 1 - AY 2016-2017</td>
<td>• Collect baseline data on all Cohort 1 students (Pre-Program survey; MTSU-SSE) &lt;br&gt; • Cohort 1 students start taking MT Engage UNIV 1010 &amp; general education courses &lt;br&gt; o Use of rubrics &lt;br&gt; o end-of-course survey &lt;br&gt; o ePortfolio use begins</td>
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<tr>
<td><strong>Spring 2017</strong>&lt;br&gt;Year 2 - AY 2017-2018</td>
<td>• Continue use of surveys, rubrics, &amp; ePortfolio in MT Engage courses &lt;br&gt; • Analyze data from Fall 2016 &lt;br&gt; • Develop End-of-Program survey for 2-year program</td>
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<tr>
<td><strong>Fall 2017</strong>&lt;br&gt;Year 2 - AY 2017-2018</td>
<td>• Continue use of survey, rubrics, and ePortfolio in MT Engage courses</td>
<td>• Collect baseline data on all Cohort 2 students (Pre-Program survey; MTSU-SSE) &lt;br&gt; • Cohort 2 students start taking MT Engage UNIV 1010 &amp; general education courses</td>
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<tr>
<td><strong>Spring 2018</strong>&lt;br&gt;Year 3 - AY 2018-2019</td>
<td>• Administer end-of-program survey &amp; MTSU-SSE (Cohort 1 students): General Education 2-year assessment &lt;br&gt; • Examine ePortfolios of students in MT Engage program (Cohort 1 students) &lt;br&gt; • Continue use of end-of-course survey, rubrics, &amp; ePortfolio in MT Engage courses</td>
<td>• Continue use of end-of-course survey, rubrics, &amp; ePortfolio in MT Engage courses &lt;br&gt; • Analyze data from Fall 2017</td>
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<tr>
<td><strong>Fall 2018</strong>&lt;br&gt;Year 3 - AY 2018-2019</td>
<td>• Phase in upper division program and major MT Engage courses &lt;br&gt; • Continue use of end-of-course survey, rubrics, and ePortfolio in MT Engage courses &lt;br&gt; • Analyze cohort 1 2-year data</td>
<td>• Continue use of end-of-course survey, rubrics, and ePortfolio in MT Engage courses</td>
<td>• Collect baseline data on all Cohort 3 students (Pre-Program survey; MTSU-SSE) &lt;br&gt; • Cohort 3 students start taking MT Engage UNIV 1010 &amp; general education courses</td>
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<tr>
<td>Year</td>
<td>Spring 2019</td>
<td>Fall 2019</td>
<td>Spring 2020</td>
<td>Fall 2020</td>
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<tr>
<td></td>
<td>• Continue use of surveys, rubrics, and ePortfolio in MT Engage courses</td>
<td>• Continue use of surveys, rubrics, and ePortfolio in MT Engage courses</td>
<td>• Continue use of surveys, rubrics, and ePortfolio in MT Engage courses</td>
<td>• Continue use of surveys, rubrics, and ePortfolio in MT Engage courses</td>
</tr>
</tbody>
</table>
|      | • Administer end-of-program survey & MTSU-SSE (Cohort 2 students): General Education 2-year assessment  
• Examine ePortfolios of Cohort 2 students in MT Engage program  
• Continue use of end-of-course survey, rubrics, & ePortfolio in MT Engage courses | • Continue use of end-of-course survey, rubrics, and ePortfolio in MT Engage courses  
• Administer end-of-program survey & MTSU-SSE (Cohort 2 students): General Education 2-year assessment  
• Examine ePortfolios of Cohort 3 students  
• Continue use of end-of-course survey, rubrics, & ePortfolio in MT Engage courses | • Continue use of surveys, rubrics, and ePortfolio in MT Engage courses  
• Administer end-of-program survey & MTSU-SSE (Cohort 3 students): General Education 2-year assessment  
• Examine ePortfolios of Cohort 3 students  
• Continue use of end-of-course survey, rubrics, & ePortfolio in MT Engage courses | • Analyze Cohort 1 4-year data from Spring 2020  
• Continue use of surveys, rubrics, and ePortfolio in MT Engage courses  
• Analyze Cohort 3 2-year data from Spring 2020 | • Administer end-of-program survey & MTSU-SSE (Cohort 4 students): General Education 2-year assessment  
• Examine ePortfolios of Cohort 4 students in MT Engage program  
• Continue use of end-of-course survey, rubrics, & ePortfolio in MT Engage courses |
|      | • Collect baseline data on all Cohort 4 students (Pre-Program survey; MTSU-SSE)  
• Cohort 4 students start taking MTEngage UNIV1010 & general education courses | • Continue use of end-of-course survey, rubrics, and ePortfolio in MT Engage courses  
• Collect baseline data on all Cohort 4 students (Pre-Program survey; MTSU-SSE)  
• Cohort 4 students start taking MTEngage UNIV1010 & general education courses | • Continue use of end-of-course survey, rubrics, and ePortfolio in MT Engage courses  
• Collect baseline data on all Cohort 4 students (Pre-Program survey; MTSU-SSE)  
• Cohort 4 students start taking MTEngage UNIV1010 & general education courses | • Collect baseline data on all Cohort 4 students (Pre-Program survey; MTSU-SSE)  
• Cohort 4 students start taking MTEngage UNIV1010 & general education courses | • Administer end-of-program survey & MTSU-SSE (Cohort 4 students): General Education 2-year assessment  
• Examine ePortfolios of Cohort 4 students in MT Engage program  
• Continue use of end-of-course survey, rubrics, & ePortfolio in MT Engage courses |

**Notes:**
**PROGRAM GOAL ASSESSMENT INDICATORS**

**Program Goal 1:** To foster a culture of engaged learning.
- Data from the *MTSU-SES, End-of-Program Survey*, and the Faculty 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 4-year mark) compared to those at the program mid-point (the 2-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 2-year mark and 4-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 (% at benchmark).
  4. Reports of faculty pedagogical activities before and after implementation of the MT Engage QEP (scores on the Faculty Survey) (change scores).

- 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 LT&ITC data, the MT Engage Office, and the IEPR dashboard will be used to assess:

  1. # of faculty participating in workshops, learning communities, and pathway initiatives for MT Engage (assessed annually).
  2. # of students enrolled in MT Engage courses each year (assessed annually).
  3. # of students submitting MT Engage e-portfolios at 2-year mark (assessed at years 2, 3, 4, & 5).
  4. # of students graduating from this program (assessed at years 4 & 5).
  5. # of colleges participating (i.e., offering courses in general education, a program, and/or a major) (assessed annually).
  6. # of departments participating (i.e., offering courses in general education and/or a major) (assessed annually).
  7. # of majors offering upper division coursework in the program (assessed at years 3, 4, & 5).
  8. # of MT Engage majors (i.e., 3 or more courses for the major are offered as MT Engage) (assessed at years 3, 4, & 5).
  9. # of general education classes approved as MT Engage courses (assessed annually).
  10. # of sections of MT Engage courses offered a semester/year (assessed annually).
  11. # of different faculty offering approved MT Engage courses each year (assessed annually).
  12. # of courses offered as MT Engage (assessed annually).

**Benchmark:** The frequencies obtained for each direct measure should increase each year from Year 1 to Year 5. Data for each direct measure will be assessed annually.

- [**benchmarks need to be established**]

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

*Comment [DR35]: Need to establish benchmarks*
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 an MT Engage sections of general education courses are more likely to pass that course 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 4 or 5 years, compared to other students.

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 4-year mark) compared to those at the program mid-point (the 2-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 2-year mark and 4-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 (scores on the Faculty 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) (Summer 2016, Fall 2016, & Spring 2017)
- Program Goal 2: IEPR data & university data (Summer 2017)

Year 2: 2017-2018:
- Program Goal 1: Cohort 2 (baseline): MTSU-SES (Summer 2017)
- Program Goal 1: Cohort 1 (2-year): MTSU-SES (Spring 2018)
- Program Goal 1: Faculty Activity survey (administered to new MT Engage faculty) (Summer 2017, Fall 2017, & Spring 2018)
- Program Goal 2: IEPR data & university data (Summer 2018)

Year 3: 2018-2019:
- Program Goal 1: Cohort 3 (baseline): MTSU-SES (Summer 2018)
- Program Goal 1: Cohort 2 (2-year): MTSU-SES (Spring 2019)
- Program Goal 1: Faculty Activity survey (administered to new MT Engage faculty) (Summer 2018, Fall 2018, & Spring 2019)
- Program Goal 2: IEPR data & university data (Summer 2019)
Year 4: 2019-2020:
- Program Goal 1: Cohort 4 (baseline): MTSU-SES (Summer 2019)
- Program Goal 1: Cohort 3 (2-year): MTSU-SES (Spring 2020)
- Program Goal 1: Cohort 1 (4-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, & Spring 2020)
- Program Goal 2: IEPR data & university data (Summer 2019)

Year 5: 2020-2021:
- Program Goal 1: Cohort 5 (baseline): MTSU-SES (Summer 2020)
- Program Goal 1: Cohort 4 (2-year): MTSU-SES (Spring 2021)
- Program Goal 1: Cohort 2 (4-year): MTSU-SES; End-of-Program survey (Spring 2021)
- Program Goal 1: Faculty Activity survey (administered to new MT Engage faculty & end
  of 5-year follow up for all MT Engage faculty) (Summer 2020, Fall 2020, & Spring 2021)
- Program Goal 2: IEPR data & university data (Summer 2021)

A chart showing the timeline of program goal assessment for the first five years of the MT
Engage QEP can be found below.
Appendix B

Summary of QEP MT Engage Town Hall Meetings

Two “town hall” meetings were held to gather input from faculty and staff on the QEP, MT Engage. These were hosted by the Faculty Senate. A brief overview of MT Engage was given along with a one page FAQ. The majority of the time was devoted to open discussion of all participant questions. Many excellent questions and ideas were generated from these discussions. This is not a list of each question presented at the Open Forum but represents a synthesis of the questions as well as updated information about MT Engage since the forums occurred.

1) How will the MT Engage program work?
Interested faculty will receive training regarding the components and requirements of MT Engage courses and will submit an application to have their section designated as an MT Engage course. These courses would include a 1) high impact, engagement pedagogy; 2) a beyond the classroom experience; and 3) integrative/reflective thinking assignment(s) which is placed in the ePortfolio. Students who complete a designated number of MT Engage courses and complete the ePortfolio requirements at the end of the sophomore year are eligible to submit an application for the MT Engage student scholarship. Students who complete additional MT Engage courses and their senior ePortfolio will receive recognition (such as recognition at annual banquet, awards, etc.) the semester they graduate. Majors who opt into the program can utilize the ePortfolio as part of their capstone course and can create an ePortfolio template to meet their program student learning outcomes.

2) How will MT Engage be implemented?
The QEP is a 5 year plan and we envision the recruitment of courses taking place in phases as follows:

VII. Pilot MT Engage courses in fall 2015 and spring 2016.
VIII. Fall 2016 kick off MT Engage with freshman and sophomore level MT Engage classes (Year 1).
IX. Fall 2017 recruit additional freshman and sophomore level MT Engage classes (Year 2).
X. Fall 2018 kick off majors (Year 3).
XI. Fall 2019 recruit additional majors to participate (Year 4)
XII. Fall 2020 kick off graduate programs (Year 5).

3) What measures will be taken to support support faculty who choose to participate in MT Engage?
Efforts to support faculty participation focus on faculty development and support. A Faculty Development Plan is being created. Strategies being recommended include faculty learning communities so that there is 1) increased discussion on campus about academic engagement strategies, integrative / reflective thinking, and using ePortfolios; 2) a workshop series that introduces faculty to the components of MT Engage program; and 3) a summer MT Engage institute for faculty committed to teaching an MT Engage course. Additionally the LTITC, FITC and Library have identified ways they can support faculty who teach MT Engage sections.

4) What kind of efforts will you have to get more participation from faculty?
Efforts to increase faculty participation focus on faculty development and support (See number 3 above). A communication plan will also be implemented to ensure that faculty are aware of the program and how they can participate.

5) Will students register in designated MT Engage sections?
MT Engage sections will have an attribute attached so that students wanting to participate in the program can search and then register for MT Engage courses. Registration will not be restricted; thus, some students may register for an MT Engage section without intentionally doing so. Identifying these sections and students will also assist in the assessment process.

6) How will MT Engage recruit students to participate in the program?
We plan to begin recruiting freshman students prior to their arrival at MTSU via social media and at CUSTOMS sessions. The Action Plan Committee is currently developing a marketing plan that will outline the ongoing recruitment plan.

7) Will the university provide support for students who choose to participate in the MT Engage program?
Support for students will be available through the University Writing Center, Library Digital Media Studio, the MT Engage Office as well as other MT Engage students serving as mentors. The ITD Help Desk will also help students.

8) Will there be student incentives to participate in MT Engage?
Yes, student incentives being proposed include early registration, scholarships for outstanding MT Engage students, annual recognition at banquet, opportunity to be a mentor, and some type of award in senior year.

9) For majors that already use an ePortfolio, will this program duplicate or complement those ePortfolios?
It is possible that students will have more than one ePortfolio. For example, the College of Education currently uses TK20 which provides an ePortfolio. Those students who participate in MT Engage may also have an ePortfolio outside of TK20. However because these are electronic records students can easily move artifacts and reflections between systems. The support services that will be provided to students and faculty who are building ePortfolios through the University Writing Center, Library Digital Media Center, LTITC, etc. will complement majors who currently use ePortfolios.

10) What is the goal for student participation in the MT Engage program?
We are setting benchmarks for our program goals now which include numbers of participants, sections, departments, etc. This is an opt-in program, and we are not expecting 100% participation. However we do hope that in 5 years the program is integrated across the campus.

11) Is the ePortfolio component mandatory for MT Engage classes? What about paper portfolios?
Yes the ePortfolio component is part of an MT Engage class. We envision at least one “signature” assignment being placed in the ePortfolio with a reflection component. Based on literature reviews and the interest of several departments in using ePortfolios, we feel that this will be a value added to the students and support assessment efforts. We are not considering paper portfolios.
12) What items would go into a student’s MT Engage ePortfolio?
   Evidence of the knowledge, skills, and abilities could be demonstrated through work
   samples including: research papers, documents, presentations, videos, photos, etc.
   Students could include letters of recommendations. Also they will include reflections on
   the integration of their courses and learning experiences in order to express the fullness
   of their experience at MTSU and how this learning will transfer to new situations.

13) Will students’ MT Engage ePortfolios be available for public viewing?
   We envision a default privacy setting that would allow the student and faculty to see the
   ePortfolio, but also provide the students with the authority to expand the privacy settings
   for their ePortfolios.

14) Can students carry their MT Engage ePortfolio beyond graduation?
   We prefer that students be able to maintain their ePortfolio beyond graduation and would
   like a system that provides this service for students at no cost upon graduation; however,
   this will depend on the tool that is selected.

15) Have you considered introducing the MT Engage ePortfolio in a class such as
    UNIV 1010 or English or at initial advising?
    Yes we are currently working with a few UNIV 1010 instructors to launch a pilot course in
    the fall 2015. We hope to recruit additional courses such as ENGL 1010 and 1020. We
    have met with the advising managers to provide information about MT Engage and
    request their input. They will play an important part in the dissemination of information to
    students about MT Engage.

16) Has there been any thought to adding a one-hour capstone course to finish
    working on the MT Engage ePortfolio?
    This is not currently part of the plan, but could be considered at a later date if it seems
    necessary. We envision majors that participate in MT Engage selecting several courses
    where the ePortfolio is utilized and a capstone course where the ePortfolio is completed.
    Support for students will be available through the University Writing Center,
    Library Digital Media Studio, a MT Engage Office and other MT Engage students serving
    as mentors.

17) Are you going to tailor MT Engage ePortfolios for each area of study?
    There will be some consistency to the ePortfolios so that demonstration and assessment
    of learning outcomes can take place. However, we envision that majors that participate
    in MT Engage would tailor the ePortfolio for their major. Majors that participate in MT
    Engage could select a course (or several courses) where the ePortfolio is utilized and a
    capstone course where the ePortfolio is completed.

18) Who will help MT Engage students determine what items should be included so it
    will be targeted toward their goals?
    We envision that faculty from the majors that participate in MT Engage would tailor the
    ePortfolio for their major. The MT Engage Office will provide assistance to students as
    well.

19) Who will assess the MT Engage ePortfolios?
    Faculty teaching MT Engage courses will be asked to participate in the assessment of
    the ePortfolios for extra compensation.
Additional suggestions:

- Internally allow for students to share ideas, suggestions or support via the ePortfolio
- Find a student to showcase whose ePortfolio was the driver behind their hire
- Build this into Scholar's Week
- Consider how to involve transfer students
- Support our international students in the program
- Need the ePortfolio to support the demands for audio, video and storage
- Need resources to help if something goes wrong with the technology
- The ePortfolio could be used by advisors
Appendix E

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 co-curricular assignment/activity and incorporate integrative/reflective thinking assignments that align with the required student learning outcome (see back of form 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 co-curricular 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 AACU Value Rubric for Integrative Thinking, 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 2 out of 4 below):

___ 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)

The course must meet this indicator:

___ 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).

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.
# Appendix D Integrative Thinking/Reflection Rubric

## Rubric for Evaluating Integrative/Reflective Thinking

*Mark the categories that are applicable to the assignment and average those*

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

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Connects relevant experience and academic knowledge</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Assignment(s) clearly indicate a high level ability to relate your experiences to course material; it is clear that you have a strong understanding of the links between your experiences and the course theories.</td>
<td>Assignment(s) indicate you can relate your experiences to course material; it appears that you have an above average understanding of these links, but you could make a stronger case for connections.</td>
<td>Assignment(s) indicate you have some difficulty understanding the links between the experience and the course material; it appears that you have average ability to make those connections.</td>
<td>Assignment(s) indicate you have significant difficulty understanding the links between the experience and the course material; it appears that you have minimal ability to make those connections.</td>
<td>Assignment(s) indicate lack of ability to make connections between your course material and the experience; it is clear that you are not relating course theories to your experiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections to Discipline</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sees (makes) connections across disciplines, perspectives</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Assignment(s) clearly indicate a high level ability to relate your experiences to the discipline (or across disciplines); it is clear that you have a strong understanding of the links between your experiences and the discipline.</td>
<td>Assignment(s) indicate you can relate your experiences to the discipline (or across disciplines); it appears that you have an above average understanding of these links, but you could make a stronger case for connections.</td>
<td>Assignment(s) indicate you have some difficulty understanding the links between the experience and the discipline (or across disciplines); it appears that you have average ability to make those connections.</td>
<td>Assignment(s) indicate you have significant difficulty understanding the links between the experience and the discipline (or across disciplines); it appears that you have minimal ability to make those connections.</td>
<td>Assignment(s) indicate lack of ability to make connections between your discipline (or across disciplines) and the experience; it is clear that you are not relating discipline information to your experiences.</td>
<td></td>
</tr>
</tbody>
</table>
could make a stronger case for connections.

could make a stronger case for connections.

could make a stronger case for connections.

Transfer  
Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues  
Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues  
Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues  
Indicates lack of ability to use skills, abilities, theories or methodologies gained in one situation to apply to a new situation.

Integrated  
Communication  
Fulfills the assignment(s) by choosing a format, language, and/or visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression, demonstrating awareness of purpose and audience.  
Fulfills the assignment at a proficient level by choosing a format, language, and/or visual representation to explicitly connect content and form, demonstrating awareness of purpose and audience  
Fulfills the assignment at an acceptable level by choosing a format, language, and/or visual representation to explicitly connect content and form, demonstrating awareness of purpose and audience  
Indicates lack of ability to produce an essay, poster, video, PowerPoint presentation, etc. in an appropriate form.  
Fulfills the assignment(s) at a minimal level to produce an essay, poster, video, PowerPoint presentation, etc. in an appropriate form.
| Reflection and Self-Assessment | Assignment clearly indicates a high level of 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 have occurred across multiple and diverse contexts. It is obvious that you can critically examine and reflect on your experiences. |
|-------------------------------| Assignment clearly indicates a proficient level 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 have occurred across multiple and diverse contexts. It is obvious that you can critically examine and reflect on your experiences. |
|                               | Assignment indicates an acceptable level 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 have occurred across multiple and diverse contexts. It is clear that you have some ability to critically examine experiences. |
|                               | Assignment indicates a minimal level 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 have occurred across multiple and diverse contexts. It is not clear that you can critically examine or reflect on your experiences. |
|                               | Assignment does not indicate a minimal ability 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 have occurred across multiple and diverse contexts. It is not clear that you can critically examine or reflect on your experiences. |
Appendix F

2016 Faculty Learning Community Proposal
MT Engage/Raider Learning Community FLC

Proposed 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, co-curricular 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 AACU 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
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).

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 SACS 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
Appendix G

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 major 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
(2 scholarships per college and 1 overall award annually)

<p>| | |</p>
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<tbody>
<tr>
<td>2018-2019</td>
<td>$45,000 (1st awards for Junior year)</td>
</tr>
<tr>
<td>2019-2020</td>
<td>$90,000 (recurring each year thereafter)</td>
</tr>
</tbody>
</table>

Initial eligibility:
- $3,000 per year (up to 4 semesters excludes summer)
- 2.75 Institutional GPA (for transfer students initial eligibility inclusive combined)
- Meet requirements of MT Engage program including
  - complete at least 4 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
- 2 scholarships per college and 1 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 year. 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.
Appendix H
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 Provost Office and will be part of the QEP Leadership Team. The MT Engage Director will provide leadership to the MT Engage Foundation and MT Engage Major Pathways as well as 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 1 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 5 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
      i. Coordinate annual student reception
      ii. Manage the MT Scholarship Award application process as well as 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 web site, 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; 2 years professional full-time experience; ability to work well with students
Preferred qualifications: Master’s; Prior experience in higher education; program development and implementation, and with marketing and communication strategies
MT Engage Assessment Position Description (in progress)

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
Appendix J

Freshman Survey on Integrative and Reflective Thinking

Rate the following statements using the 7-point scale provided below.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

(1) I have strong written communication skills. ________
(2) I have strong oral communication skills. ________
(3) I use reflection to examine my knowledge about a topic. ________
(4) I am good at integrating information across different disciplines or fields of study. ________
(5) I am good at applying knowledge I learn to real world situations. ________

Please rate the following items on a scale of 1=never true to 7=always true.

Considering my educational experiences to date, I have:

1. Carefully planned my learning tasks in courses. ________
2. Talked with other students or faculty about learning and ways to study. ________
3. Reviewed previously studied subjects during each semester. ________
4. Integrated all topics in a course with each other. ________
5. Integrated all topics in a course with those of other courses and activities. ________
6. Mentally processed what I already knew and what I needed to know about different topics. ________
7. Been aware of what I was learning and why I was learning it or why it was important. ________
8. Looked for or made connections between topics in order to have a more comprehensive understanding of something. ________
9. Thought about the meaning of things I was studying and learning in relation to my personal experience. ________
10. Conscientiously tried to adapt myself to the varied demands of different courses and activities. ________
11. Systematically reflected on how I was studying and learning in different contexts and situations. ________
12. Mindfully summarized what I was learning day in, day out, in my studies. ________
13. Intentionally used reflection during a learning experience. ________
14. Diligently removed negative feelings in relation to aims, objects, behaviors, topics or problems pertaining to my studies. ________
15. Constructively self-assessed my work as a learner. ________
End of Course Survey

Student M Number ____________  
Semester: ____________  
Course ID/Section # ____________

---

### End of Course Survey

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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1. (1) This course required me to make connections across course activities and course material.  
2. (2) This course required me to make connections to other courses I’m taking or have taken.  
3. (3) This course required me to make connections across disciplines.  
4. (4) This course required me to make connections from my prior experiences to what I was learning in this class.  
5. (5) This course required me to make connections from my experiences outside of class to my coursework.  
6. (6) This course required me to apply what I was learning in class.  
7. (7) This course required me to see things from multiple perspectives or different points of view.  
8. (8) This course required me to use self-assessment and to reflect on what I was learning.  
9. (9) I believe that I have grown personally as a result of being in this course.  
10. (10) I believe that I have grown professionally as a result of being in this course.  
11. (11) My communication skills have improved as a result of being in this course.  
12. (12) The communication skills I have learned in this course this semester will help me in future classes.  
13. (13) I was more engaged in this course than in other courses I took this semester.  
14. (14) I would recommend this course to other students at MTSU.  
15. (15) This course required me to write about my reflections of my learning (i.e., required me to think about my feelings, what I learned, how an activity impacted me, etc.)  

Mark one answer:

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix L

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:

1 2 3 4 5 6 7
Strongly Disagree      Disagree    Somewhat Disagree Neither Agree   Somewhat Agree   Agree Strongly Agree
Nor Disagree

(1) Connecting relevant experience and knowledge.
(2) Making connections across disciplines, fields of study, and perspectives.
(3) Adapting and applying skills, abilities, theories, or methodologies in one situation to new situations.
(4) Choosing and using the most appropriate form of communication for completing an assignment.
(5) Reflection and self assessment/Making plans that build on past experiences.
(6) Critical thinking.
(7) Seeing things from multiple perspectives.
(8) Communicating effectively.
(9) Personal development.
(10) Professional development.

1 2 3 4 5 6 7
Strongly Disagree      Disagree    Somewhat Disagree Neither Agree   Somewhat Agree   Agree Strongly Agree
Nor Disagree

(1) Completing an MT Engage ePortfolio required me to use integrative thinking.
(2) Working on an MT Engage ePortfolio has helped me become a more effective communicator.
(3) Completing an MT Engage ePortfolio has helped me develop personally.
(4) Completing an MT Engage ePortfolio has helped me develop professionally.
(5) Completing an MT Engage ePortfolio required me to reflect on what I learned and my strengths and weaknesses.

1 2 3 4 5 6 7
Strongly Disagree      Disagree    Somewhat Disagree Neither Agree   Somewhat Agree   Agree Strongly Agree
Nor Disagree

(1) Other students at MTSU would benefit from being in this program.
(2) Other students at MTSU would benefit from taking MT Engage courses.
(3) I would recommend the MT Engage program to others at MTSU.
(4) All students should be required to participate in the MT Engage program.
(5) I will use my ePortfolio as a showcase tool of my abilities when I apply for a job or graduate school.
(6) The MT Engage program has made me more qualified for a job after college.
(7) The MT Engage program has made me more competitive for graduate education after college.
(8) I was more engaged academically in my MT Engage courses than in other courses.
## Appendix N

### 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:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all true of me</th>
<th>Untrue of me</th>
<th>Somewhat untrue of me</th>
<th>Neutral: Neither untrue or true of me</th>
<th>Somewhat true of me</th>
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<tbody>
<tr>
<td>I am able to communicate effectively to different audiences.</td>
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<td>I am active in events nationally.</td>
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<tr>
<td>I participate in community service organizations.</td>
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<tr>
<td>I have been involved in student organizations.</td>
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<tr>
<td>I am involved in the political process.</td>
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<td>I am aware of civic or social issues and problems in my community.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
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<tr>
<td>Combined ideas from different courses when completing assignments.</td>
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3. Which of the following items do you plan to do during your time at MTSU?

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<tr>
<th>Plan to do</th>
<th>No, don't plan to do</th>
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<tbody>
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<td>Participate in an internship, co-op, field experience, student teaching, or clinical placement</td>
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MTSU-Student Engagement Survey (2-year version)

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

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<tr>
<th>To date, my experience at MTSU has positively impacted:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Somewhat Agree</th>
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<tbody>
<tr>
<td>My ability to write or speak effectively or clearly (SLO-4)</td>
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<td>My capacity to think critically or analytically (SLO-3)</td>
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During your time at MTSU to date, how often have you done each of the following things?

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Which of the following items have you either done or plan to do during your time at MTSU?

<table>
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<tr>
<th>Yes</th>
<th>No, don't plan to do</th>
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</table>

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
(1) I have strong written communication skills. _____
(2) I have strong oral communication skills. _____
(3) I use reflection to examine my knowledge about a topic. _____
(4) I am good at integrating information across different disciplines or fields of study. _____
(5) I am good at applying knowledge I learn to real world situations. _____

Please rate the following items on a scale of 1=never true to 7=always true.

Considering my educational experiences to date, I have:

1. Carefully planned my learning tasks in courses. _____
2. Talked with other students or faculty about learning and ways to study. _____
3. Reviewed previously studied subjects during each semester. _____
4. Integrated all topics in a course with each other _____
5. Integrated all topics in a course with those of other courses and activities. _____
6. Mentally processed what I already knew and what I needed to know about different topics. _____
7. Been aware of what I was learning and why I was learning it or why it was important. _____
8. Looked for or made connections between topics in order to have a more comprehensive understanding of something. _____
9. Thought about the meaning of things I was studying and learning in relation to my personal experience. _____
10. Conscientiously tried to adapt myself to the varied demands of different courses and activities. _____
11. Systematically reflected on how I was studying and learning in different contexts and situations. _____
12. Mindfully summarized what I was learning day in, day out, in my studies. _____
13. Intentionally used reflection during a learning experience. _____
14. Diligently removed negative feelings in relation to aims, objects, behaviors, topics or problems pertaining to my studies. _____
15. Constructively self-assessed my work as a learner. _____

-----------------------------------------------------------------------------------------
MTSU-Student Engagement Survey (Senior Version)
Please indicate how much you agree with each item by placing a check in one of the boxes.

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<thead>
<tr>
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Please rate the following statements as to how true each statement is of you at this point in time:
### Draft QEP Plan, December 4, 2015

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<th></th>
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<tr>
<td>I am involved in the political process.</td>
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<tr>
<td>I am aware of civic or social issues and problems in my community.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined ideas from different courses when completing assignments.</td>
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<tr>
<td>Applied facts, theories, or methods to practical problems or new situations.</td>
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<tr>
<td>Used examples or illustrations to explain difficult points.</td>
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<td>Summarized what you learned in class or from course materials.</td>
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<tr>
<td>Analyzed your understanding of what you learned in class or from course materials.</td>
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<tr>
<td>Made connections across content from different courses.</td>
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</tbody>
</table>
Which of the following items have you done during your time at MTSU?

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

Rate the following statements using the 7-point scale provided below.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

(1) I have strong written communication skills. ________
(2) I have strong oral communication skills. ________
(3) I use reflection to examine my knowledge about a topic. ________
(4) I am good at integrating information across different disciplines or fields of study. ________
(5) I am good at applying knowledge I learn to real world situations. ________

Please rate the following items on a scale of 1=never true to 7=always true.

Considering my educational experiences to date, I have:

1. Carefully planned my learning tasks in courses. ________
2. Talked with other students or faculty about learning and ways to study.
3. Reviewed previously studied subjects during each semester.
4. Integrated all topics in a course with each other.
5. Integrated all topics in a course with those of other courses and activities.
6. Mentally processed what I already knew and what I needed to know about different topics.
7. Been aware of what I was learning and why I was learning it or why it was important.
8. Looked for or made connections between topics in order to have a more comprehensive understanding of something.
9. Thought about the meaning of things I was studying and learning in relation to my personal experience.
10. Conscientiously tried to adapt myself to the varied demands of different courses and activities.
11. Systematically reflected on how I was studying and learning in different contexts and situations.
12. Mindfully summarized what I was learning day in, day out, in my studies.
13. Intentionally used reflection during a learning experience.
14. Diligently removed negative feelings in relation to aims, objects, behaviors, topics or problems pertaining to my studies.
15. Constructively self-assessed my work as a learner.
DRAFT QEP PLAN, December 4, 2015

References


DRAFT QEP PLAN, December 4, 2015


