

MT Engage
Quality Enhancement Plan
FAQ for SACSCOC Visit

I. Institutional Process—institution uses an institutional process for identifying key issues emerging from institutional assessment.

- *Plan is directly related to institutional planning efforts. ...Process that generated information and specific ideas from a wide range of constituents.Considered institutional needs and viability of plan.*
- *A direct and strong relationship of QEP topic to institutional needs.*

a. How was the campus involved and made aware of the QEP topic selection and development?

Topic Selection Committee (14 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 IEPR). p.4-5	Over 75 Briefings and Q&A Sessions (Faculty Senate, General Education Committee, VP Council, Dean’s Council, Chairs Council, Leadership Council, Colleges, etc.)
Development Committee (64 members from all colleges and divisions) p. 12-14	Advertising Campaign Class(es) p. 11, 14
Student Government Association (Meetings, SGA representation, SGA resolution p. 17)	Multiple Focus Groups (students and community members/alumni) p. 16
President’s Newsletters	QEP Kick Off
Email invitations and solicitations	Student Facebook Contest
Campus surveys (students, faculty, chairs) p. 9 & 15	Employee Parking Contest
Logo Contest	Town Hall (four held) p. 16

b. Why was MT Engage selected as the topic of MTSU’s QEP?

- Aligns with MTSU’s mission, Academic Master Plan *The Reach to Distinction*, and *Quest for Student Success* (see **pages 18-19**)
- Builds on the 2005 QEP Experiential Learning (EXL) which was primarily at the upper division level (**page 19**)
- Capitalizes on strengths at MTSU (LT&ITC Faculty Learning Communities, Digital Media Studio, University Writing Center, existing High Impact Practices at MTSU, etc.) thereby benefitting from institutional capability (see **pages 22-25**)
- Addresses a need for increased student engagement and improved integrative thinking by students, as revealed by institutional data noted on **pages 6-8, 25**.

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c. What University data supports the topic?

NSSE Data, General Education Outcomes Assessment; Student Retention Survey; Student Graduation and Retention Data, Employer Satisfaction Focus Group; Student Focus Groups (see pages 6-8, 25)

d. What problems does our QEP address?

Lack of student's academic engagement within and outside the classroom (NSSE data pages 6 & 7). 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.

Lack of integrative and reflective thinking by students. For example students not making connections between courses/learning experiences/behaviors. (NSSE page 7; Student focus groups page 8)

II. Focus of the Plan

The institution identifies a significant issue that i) focuses on learning outcomes and/or the environment supporting student learning and ii) accomplishes the mission of the institution.

- *Detailed student learning outcomes tied to institutional needs*
- *A clear relationship between activities of QEP and the improvement of student learning, all tied to established institutional needs.*

a. What is our QEP purpose? (student learning and learning environment)

Our chosen QEP, MT Engage, is focused on **enhancing student academic engagement** and **improving students' ability to use integrative thinking and reflection**. Through a process of course redesign and faculty professional development, faculty will enhance their existing courses using high impact, engaging pedagogy and will challenge students to use integrative thinking and reflection.

b. What is the proposed student learning outcome? See page 27 and 51

The primary student learning outcome for MT Engage, to be derived through this process of academic engagement, is integrative/reflective thinking. **Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences.** This includes the following five indicators: **1) connections to experience 2) connections to discipline 3) transfer; 4) effective and integrated communication; and 5) self-assessment and reflection (see AAC&U VALUE rubric)**

c. What research and best practices support the topic/plan?

See pages 28-32 for literature review support for topic.

d. What are the program goals? See page 51

To foster a culture of engaged learning.

To improve student retention, progression, & graduation.

e. What University data supports the topic?

NSSE Data, General Education Outcomes Assessment; Student Retention Survey; Student Graduation and Retention Data, Employer Satisfaction Focus Group; Student Focus Groups (see pages 6-8)

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f. How does MT Engage support the Mission of MTSU

Aligns with MTSU's mission, Academic Master Plan *The Reach to Distinction*, and *Quest for Student Success* (see pages 18-19)

g. How is MT Engage different from our last QEP?

MT Engage initially focuses on freshman and sophomore level courses and students, including a sophomore ePortfolio product. EXL was primarily upper division courses.

MT Engage expands the academic engagement strategies beyond EXL (internships, education abroad, applied experience, service-learning, creative activity, teacher education and lab courses). EXL 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.”*

MT Engage is focusing on only one student learning outcome which is integrative thinking and reflection.

h. What are the initiatives/activities of the program? See pages 32-38

- MT Engage Foundation Pathway (lower division courses are offered)
- MT Engage Major Pathway (courses in the major are offered)
- MT Engage Faculty Development (FLCs, summer institute, etc.)
- MT Engage Experiences (database of engagement experiences by major; ePortfolio development, MT Engage Week)
- MT Engage Recognition Program (sophomore scholarship awards, senior cash awards and electronic badge)

III. Capability to initiate the plan

- **Capability to initiate the plan—Very detailed budget information, institutional commitment of funds clearly indicated. Detailed job descriptions, organizational structure, and oversight procedures.**
- **Capability to implement and complete the plan--Very detailed timetable is provided for year by year activities including actions, budgetary expenditures, assessment processes. Timetable indicates that QEP can be realistically implemented and completed in 5 year.**

a. When does MT Engage launch?

MT Engage will launch in Fall 2016.

b. What is the MT Engage Implementation Timeline?

Pilot select MT Engage courses in Fall 2015 and Spring 2016.

Fall 2016 introduce MT Engage in freshman and sophomore level MT Engage classes (Year 1).

Fall 2017 recruit additional freshman and sophomore level MT Engage classes (Year 2).

Fall 2018 pilot MT Engage in some majors (Year 3).

Fall 2019 recruit additional majors to participate (Year 4)

Fall 2020 pilot MT Engage in some graduate programs (Year 5).

See pages 39-43 for complete *timeline* of activities.

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c. How do students participate?

MT Engage is an opt-in program for students with no additional cost. Students who want to participate will enroll in MT Engage courses and develop an ePortfolio which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.

d. What are the incentives for students to participate?

Scholarships, cash awards, recognition reception, electronic badge, opportunity to mentor other students. **See page 38**

e. How will your college/division, your department participate in MT Engage?

Think about how you connect to MT Engage.

f. What resources has the University committed to support MT Engage?

Significant human and financial resources are dedicated to support student success, faculty professional development, administration and assessment of the plan.

Additionally a scholarship incentive for students will be funded from additional donations to the university.

See pages 52-54 and Appendix F Line Item Budget.

g. Resources for faculty who participate in the program.

As part of MT Engage, a faculty development plan has been established to support faculty who choose to teach MT Engage courses which are enhanced with high impact pedagogies and integrative/reflective thinking. Support includes faculty learning communities, a workshop series, and summer faculty institutes. **See page 35**

h. What is the organizational structure? see pages 48-51

An Oversight Committee made up of faculty The committee will include one faculty member from each college—when possible, this should be a faculty participating in MT Engage—and three student representatives. Additional representatives will include a member from the Faculty Senate, LT&ITC, Information Technology Division, Center for Student Leadership and Involvement (CSIL), University Writing Center, Digital Media Studio, Career Center, Chairs Council Executive Council, IEPR, and the Vice Provost for Student Success. The Oversight Committee will act in an advisory role to the MT Engage Director.

i. How will MT Engage help students in your college/division, your department?

Think about how this program could help/impact students that you come in contact with.

IV. Broad-Based Involvement of institutional constituencies

a. How was the campus involved in the QEP topic selection and development? (see process page 4 to 17 of QEP report)

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b. Examples of campus involvement in implementation of MTSU Engage.

University Studies, UNIV 1010 pilot in Fall 2015 p. 33	History (HIST 2020, 2030 & 3070 offering in Fall 2016) p. 39-40
English (ENGLS 1020 pilot in Spring 2016; ENGL 1010 & 1020 instructors in FLCs) p. 39-40	Communication Studies and Organizational Communication (COMM 2200 offering in Fall 2016; instructors participating in Spring 2016 FLC) p. 39-40
Physics (PHYS 1030 offering in Fall 2016) p. 39-40	Learning, Teaching, & Innovative Technology Center p. 34, 54
Global Studies (GS 2010 offering in Fall 2016) p. 39-40	Music (MUS 1030 offering in Fall 2016) p. 39-40
Division of Business & Finance (Facilities Services student engagement experiences) p. 36	Information Technology Division (FITC, technical support etc.) p. 54
Digital Media Studio, Walker Library supporting students in ePortfolios p 36-37	Center for Student Leadership and Involvement (Habitat Build, Connection Point, etc.) p. 47
University Writing Center, supporting students in reflective writing p. 36-37	CUSTOMS, recruitment of students p. 39, 47
Career Development Center p 36-37	IEPR Office, assistance with data and assessment p. 48
Marketing / Communications plan p. 46-47, 53 (subcommittee chaired by Jimmy Hart)	Development Office representative on committee and fundraising for scholarship (p. 38, 53, Appendix D)

V. Assessment of the Plan.

See pages 55-73

a. How will the learning outcomes and program goals be assessed?

Assessment of student learning relies on existing direct and indirect measures in the published literature which have been adapted as well as some instruments that were internally crafted. These include the following instruments which will be assessed starting with the first cohort in Fall 2016:

- *Pre-Program Survey adapted from Sobral's (2000) Scale of Reflection-in-Learning*
Appendix G
- *Faculty Activity Survey, adapted from 2013–2014 Higher Education Research Institute (HERI) Faculty Survey Questionnaire, Appendix J*
- *MTSU-Student Engagement Survey, Appendix K*
- *End-of-Course Survey, Appendix H*
- *End-of-Program Survey, Appendix I*
- *Integrative Thinking and Reflection Rubric, adapted from the AAC&U VALUE rubric on integrative learning Appendix A*
- *ePortfolio rubric based on the Integrative Thinking and Reflection Rubric, Appendix L*

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Performance metrics related to program goals enable close monitoring of the progress of MT Engage.
See page 58, 64

How do I find out more?

Read the report at http://mtsu.edu/QEP/submission_draft.php