

## MT Engage: MTSU's Quality Enhancement Plan

Report on Years 1, 2, and 3 AY 2016-2017, AY 2017-2018, and AY 2018-2019

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**NOTE: This report follows the guidelines for the QEP Impact Report that is required as part of MTSU's fifth-year interim reaccreditation report. MT Engage Leadership Team and staff update it annually in preparation for our Impact Report and share it with university colleagues and the public on our MT Engage website and ePortfolio presentation.**

Executive Summary  
Quality Enhancement Plan  
Middle Tennessee State University

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

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

In order for students to become more engaged in their learning, faculty must first create opportunities for them to become physically and psychologically involved in productive learning activities. MT Engage will create a support network to help faculty integrate high-impact educational practices into their classroom teaching and supplement student learning with relevant co-curricular activities. These high-impact practices, based on research by George Kuh (2008) and the Association for Colleges and Universities, include learning communities, problem-based learning, collaborative learning, project-based learning, and research, as well as co-curricular activities like attending cultural events, participating in Scholars Week, and community involvement. Faculty who choose to learn about and implement such practices can earn an MT Engage designation for their classes, and students can seek out these engaging learning environments throughout their educational careers at MTSU.

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

## MT Engage: MTSU's Quality Enhancement Plan Report on Years 1, 2, and 3 AY 2016-2017, AY 2017-2018, and AY 2018-2019

### Initial Goals and Intended Outcomes

MT Engage has two goals. Goal 1 is to foster a culture of engaged learning. This QEP goal aligns with the commitment to engaged teaching and learning embodied in the 2015-2025 Reach to Distinction Academic Master Plan. Goal 2 is to improve student retention, progression, and graduation, which builds on the 2013-2016 Quest for Student Success initiative. The student learning outcome for MT Engage is: students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple contexts and educational experiences. MT Engage courses and the program will achieve this outcome by:

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

Faculty and program staff assess student learning using five indicators drawn from the AAC&U VALUE integrative thinking rubric: connections to experience, connections to discipline, transfer, effective and integrated communication, and self-assessment and reflection. Faculty who teach MT Engage courses have certified that they employ one or more high-impact educational practices, incorporate a beyond-the-classroom experience, and include a signature assignment that requires integrative thinking and reflection and which students place in their ePortfolios on the learning management system, Desire to Learn (D2L). Students use the MT Engage ePortfolio template to compete for scholarships in their sophomore year and cash awards in their senior year.

In addition to the modified AAC&U rubrics that faculty use for signature assignments and the Scholarship Review Committee uses to assess MT Engage ePortfolios, our assessment plan includes data from surveys of students and faculty on student participation, achievement, retention, and progression.

### Changes to the QEP and Reasons for Those Changes

In response to SACSCOC review committee suggestions, the QEP Leadership Team decided on a minimum of two courses for sophomore and two more for senior ePortfolio submissions to increase student access while ensuring assessment of the program rather than individual courses. SACSCOC reviewers also suggested more intentional partnerships with academic advisors, strategic links to other campus programs, and an ePortfolio capstone course. The MT Engage Oversight Committee now includes a college advising staff member, one of several additions fostering wider representation of campus stakeholders. Rather than requiring a separate ePortfolio course, the Major Pathway structure includes adaptation of the MT Engage ePortfolio in departmental capstone courses or other summative assessment practices and accreditation reports to integrate ePortfolio development into students' academic preparation.

Suggestions from faculty guided revisions to the VALUE Integrative Thinking and Reflection Rubric in Fall 2016. AAC&U descriptors (Capstone, Advancing, Milestone, Benchmark, and Developing) replaced numerical scores and faculty revised unclear and negative phrasing in level descriptors. In response to both faculty assessors and the SACSCOC review committee, the Leadership Team endorsed Assessment Coordinator Dr. Scott McDaniel's recommendation to remove the 80% benchmark for all signature assignments and he reported the change to the Oversight Committee in November 2017. The 80% benchmark on the senior e-portfolio evaluation remains for now.

The Pre-Program Survey administered to incoming freshmen in Fall 2016 and 2017 yielded overly positive results. Instead of establishing a baseline from which to track student growth, approximately 90% of first-time students reported they already can reflect and integrate across all disciplines. The Leadership Team endorsed the Assessment Coordinator's recommendation to discontinue these surveys and he reported the change to the Oversight Committee in November 2017. We will continue to assess student growth with rubric data, end of course surveys, and the sophomore and senior MTSU Survey of Student Engagement.

Rather than requiring at least two lower-division and at least two upper-division MT Engage courses for completion of the MT Engage program, the new requirements (approved in August 2018 and adopted to insure improved access for transfer and returning students and those entering MTSU with dual enrollment, AP, or IB credit) call for a minimum of four MT Engage-designated courses, at least two of which must be at the upper-division level. A related change allows students to submit the MT Engage Senior ePortfolio using any ePortfolio software available to them. Because expected enrollment never materialized (due in part to a new course program of study system making it unlikely that students could secure federal financial aid), the UNIV 3000 MT Engage Practicum course was discontinued.

## QEP Impact on Student Learning and the Learning Environment: Achievement of Identified Goals and Outcomes and Unanticipated Outcomes

### Initiative 1. MT Engage Foundation Pathway

The MT Engage Foundation Pathway comprises certified lower-division (1000- and 2000-level) courses. MT Engage University Seminar (UNIV 1010) sections expose students to integrative thinking and reflection at the very beginning of their academic careers. In Fall 2016, we exceeded our Year 1 benchmark with 40 percent (17 of 42) of UNIV 1010 sections designated as MT Engage and two MT Engage sections of UNIV 2020 Successful Transitions for transfer students. Growth in general education and other lower-division courses met or exceeded our lower-division goals for Years 1 and 2, reflecting robust faculty support for engaged learning. Beginning in Year 3 all UNIV 1010 sections automatically carry the MT Engage designation. This fulfills the QEP's original intent for UNIV 1010 as part of the Foundation Pathway. The Quest for Student Success 2025 articulates a commitment to implement MT Engage, and we anticipate that MT Engage will be represented in the general education revision.

### Initiative 2 MT Engage Major Pathway

Major Pathways provide students with opportunities to practice and apply integrative thinking and reflection skills across multiple courses in their majors. Four programs ran Major Pathway Professional Learning Communities (PLCs) in AY 2017-2018: English, Geosciences, Health and Human Performance (Community and Public Health), and Human Sciences (Textiles, Merchandising, and Design; Nutrition). In AY 2018-2019, Communication Studies, Marketing (Marketing; Business Education), Psychology, and Social Work completed PLCs. The Departments of History, Journalism and Strategic Media, and University Studies submitted successful applications for pathway PLCs in AY 2019-2020. University Studies faculty will develop pathways for both the Integrated Studies and the Professional Studies online degree programs. 2019-2020 PLCs should yield the first pathways in three colleges: Liberal Arts, Media and Entertainment, and University College.

Initial PLC results indicate that our Major Pathways must accommodate the variety of departmental and program structures.

### Initiative 3 MT Engage Faculty Development

Faculty development efforts include Summer Institutes, faculty learning communities (FLCs) and workshops in cooperation with the Learning, Teaching, and Innovative Technologies Center (LT&ITC), faculty roundtables, small group trainings, and guest speakers. These are open to all tenured/tenure-track and contingent faculty.

Staff and the Leadership Team revise the summer institute agenda annually in response to faculty evaluations and assessment data; for example, the 2017 institute revamped the rubric and assessment session, the 2018 institute added time for the course certification workshop, and a focus on research as a high-impact practice was added in 2019. Faculty Learning Communities funded by MT Engage are developed in support of program goals, incorporate discussion of MT Engage, and encourage participants to certify their courses in the program. FLCs in Year 1 focused on MT Engage and on Interdisciplinary Learning Communities; Year 2 FLCs addressed problem-based learning and teaching in STEM disciplines, and Year 3 FLCs promoted the adoption of high-impact practices.

The LT&ITC's annual faculty development offerings include MT Engage workshops (MTE Overview, ePortfolio Pedagogy and Practice, and an MTE Faculty Showcase) and additional opportunities such as a workshop on MakerSpace pedagogy and book group on Bret Eynon and Laura Gambino's *High Impact ePortfolio Practice*. Faculty also met for informal roundtable discussions at the LT&ITC and MT Engage office in Years 1, 2, and 3. In an effort to integrate MT Engage more fully into campus culture, in Year 3, staff endeavored to feature more MT Engage faculty in LT&ITC workshops and at the Summer Institute. Response to our guest speakers was excellent: Dr. Melissa Peet, Director of Integrative Learning and Knowledge Management at the University of Michigan's Ross College of Business in 2017, Dr. Candyce Reynolds, chair of the Educational Leadership and Policy Department at Portland State University, in 2018, and Dr. C. Edward Watson of the Association of American Colleges and Universities in 2019.

#### Initiative 4 MT Engage Experiences

Development of the MT Engage Experiences database began in October 2016 in conjunction with the office of Academic and Instructional Technology and opened in Summer 2018 with 29 departments and student resources centers represented but was discontinued in August 2018 because it placed a larger than expected burden on staff in academic and student support program offices. Administrators of the university master calendar created a new “Student Engagement” subheading highlighting events on campus that offer learning or social opportunities for students, evidence of increased campus-wide awareness of the value of student engagement.

MT Engage Week, which highlights student engagement opportunities on MTSU’s campus, took place September 15-23, 2016 and September 25-29, 2017, and September 24-28, 2018. Based on feedback from colleges and the decreased utilization of MT Engage Week funds in Year 2, we decided to create a grant support structure in which individual members of colleges or departments apply directly to MT Engage for funding of up to \$1,000. The decision to adopt a grant support structure proved successful as we were able to increase the number of events supported and received applications from several faculty who had previously not participated in MT Engage Week.

Year 1 ePortfolio support services focused on creating faculty and student trainings and the formation of an ePortfolio Partners working group. In Year 2, Assistant Director Lexy Denton offered group and individual training at the MT Engage office. Walker Library reallocated its MT Engage funding to an ePortfolio graduate assistant who trains classes and continued Tech Coach services. The University Writing Center continued its ePortfolio coordinator graduate assistantship. Year 3 saw further expansion of ePortfolio campus participation and support services. Beginning Fall 2018, both Scholars Academy and UNIV 1010 required ePortfolio presentations as part of their programs, ensuring that more than 500 incoming freshmen would have experience using the technology while enrolled in an MT Engage course section. MT Engage and the Office of Student Success received a Tennessee Board of Regents grant to pilot ePortfolio peer tutoring in AY 2018-2019. Because of significant student interest (121 attendees utilized peer tutoring for a total of 158 visits), we reallocated operating funds in Year 4 to continue this initiative after the grant period ended.

#### Initiative 5 MT Engage Recognition Program

In Year 2, we saw the first cohort of students eligible to submit sophomore ePortfolios for the MT Engage Scholarship. We received 37 applications, of which 20 were qualified in all areas. The Scholarship Review Committee assessed all 20 ePortfolios and selected the overall winner. Up to five top selections went to colleges to make final selections: 2 awarded in Jones College of Business; 2 awarded in College of Basic and Applied Sciences; 2 awarded in College of Liberal Arts; 2 awarded in College of Media and Entertainment. In Year 3, we received 57 applications, of which 34 were fully qualified. The Scholarship

Committee identified the overall winner, and in collaboration with the Scholarship Review Committee and college deans and their representatives, MT Engage awarded 11 additional scholarships: 2 awarded in Jones College of Business; 2 awarded in College of Behavioral and Human Sciences; 2 awarded in College of Basic and Applied Sciences; 2 awarded in College of Liberal Arts; 1 awarded in College of Education; 2 awarded in College of Media and Entertainment.

The first annual MT Engage Recognition Reception was held in April 2017 for students who had successfully completed one or more MT Engage classes. At the second annual Reception in April 2018 we also recognized scholarship recipients in a formal ceremony featuring University Provost Mark Byrnes, Associate Provost Faye Johnson, and special guest Dr. Candyce Reynolds. The reception also showcased student work from MT Engage classes in the Reading and History Initiative. At the third annual MT Engage Recognition Reception, held in April 2019, we once again partnered with the Reading and History Initiative to showcase student work from MT Engage classes, and we continued the practice of recognizing our scholarship winners in a formal ceremony featuring University Provost Mark Byrnes and Associate Provost Faye Johnson, with winning students' ePortfolios on display.

The QEP proposal to grant priority registration privileges to a student who has taken any MT Engage course was approved after revisions to require sophomore scholarship eligibility and ePortfolio submission. MT Engage and Records staff coded students for priority registration for the first time in Spring 2018.

Year 3 brought the program's first graduating seniors, nine total, a full year ahead of the schedule outlined in the QEP.

### Assessment

MT Engage has two program goals:

1. To foster a culture of engaged learning
  2. To improve student retention, progression, and graduation
1. MT Engage assessments of our effectiveness in reaching these goals come from analysis of information collected by program staff and the offices of Institutional Effectiveness, Planning, and Research (IEPR) and Academic and Instructional Technology. IEPR staff have developed a series of dashboards. Students who enroll in MT Engage sections of general-education courses are more likely to pass those courses than students who enroll in the same course that is not designated as MT Engage (assessed annually)

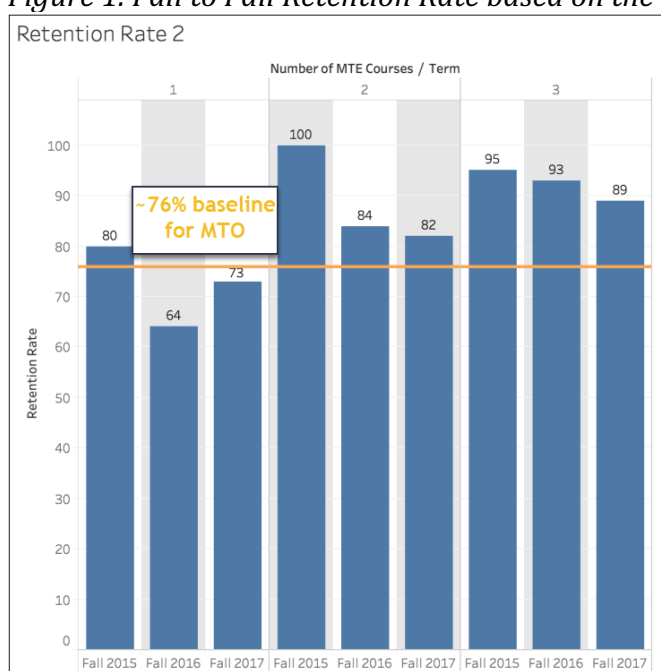
While there is considerable variability between the pass rates of specific courses, the *overall* DFWN rate between the two groups are nearly identical. There is no statistically significant difference ( $p = .59$ ) between the two groups, with both groups at about 81.5% pass rate.

- 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).

We have reworded the goal to read: Students who enroll in an MT Engage course their first semester are **more likely** to enroll at MTSU the next semester, **compared to students who did not enroll in an MT Engage course their first semester.**

While the current IEPR dashboard does not allow us to track this, we are able to compare MTE (student enrolled in an MTE section) & MTO (student enrolled in a non-MTE section of the same course) Fall-to-Fall Retention Rate for First-time Freshmen (Figure 2). As seen in Figure 1, as the number of MTE courses enrolled in increases, so does the Fall-to-Fall retention rate.

*Figure 1. Fall to Fall Retention Rate based on the number of MTE courses passed*



- 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).

Suggested rewording: Students **who enroll in a greater number of** MT Engage courses as freshmen are **more likely** to return to MTSU their sophomore, junior, and senior years.

- Students who enroll in MT Engage courses are more likely to graduate in four or five years, compared to other students.

We will start tracking this AY 2020-2021.



## Indirect Measures

### **14-item End-of-Course Survey**

This survey is closely aligned to the five integrative thinking and reflection indicators in MTE students' coursework. The highest items were "Encouraged to apply what I was learning" (6.3/7), "Encouraged to relate course activities to course materials" (6.2/7), and "Encouraged to use self-assessment and to reflect" (6.2/7). To address Program Goal 1 (foster a culture of engaged learning), the QEP had an annual benchmark that at least 80% of students will respond agree or strongly agree to the statement: I was more engaged in this course than in other non-MT Engage courses I took this semester. Based on data collected for Fall 2016-Fall 2018 (n = 4913), 64% of students marked agree or strongly agree. Student responses to this question vary, and we have yet to reach our benchmark goal. This suggests that we need to collect qualitative data from students so we can identify the pedagogical practices they consider engaging and continue to support faculty in adopting or making students aware of such practices in their classes.

### **MTSU Student Engagement Survey for Sophomores**

This survey is used to assess students' experiences with different types of high engagement pedagogies as well as other indicators of engagement. The survey was administered in Spring 2018 and Spring 2019 to a sample of MT Engage students (N = 299) and a sample of students who have never taken an MT Engage class (N = 652). While students from both groups gave similar responses to many of the items, some differences between the groups seem significant. The differences arise in two areas: (1) working on research projects and (2) being an active member of the MTSU community in some way (e.g. leadership, attending events). So either MT Engage courses attract those students who are already active in campus or students who take MT Engage courses are encouraged to be active members in the MTSU community. This will be interesting to compare with this cohort's Senior SES and succeeding cohorts to see if this difference persists for MT Engage students.

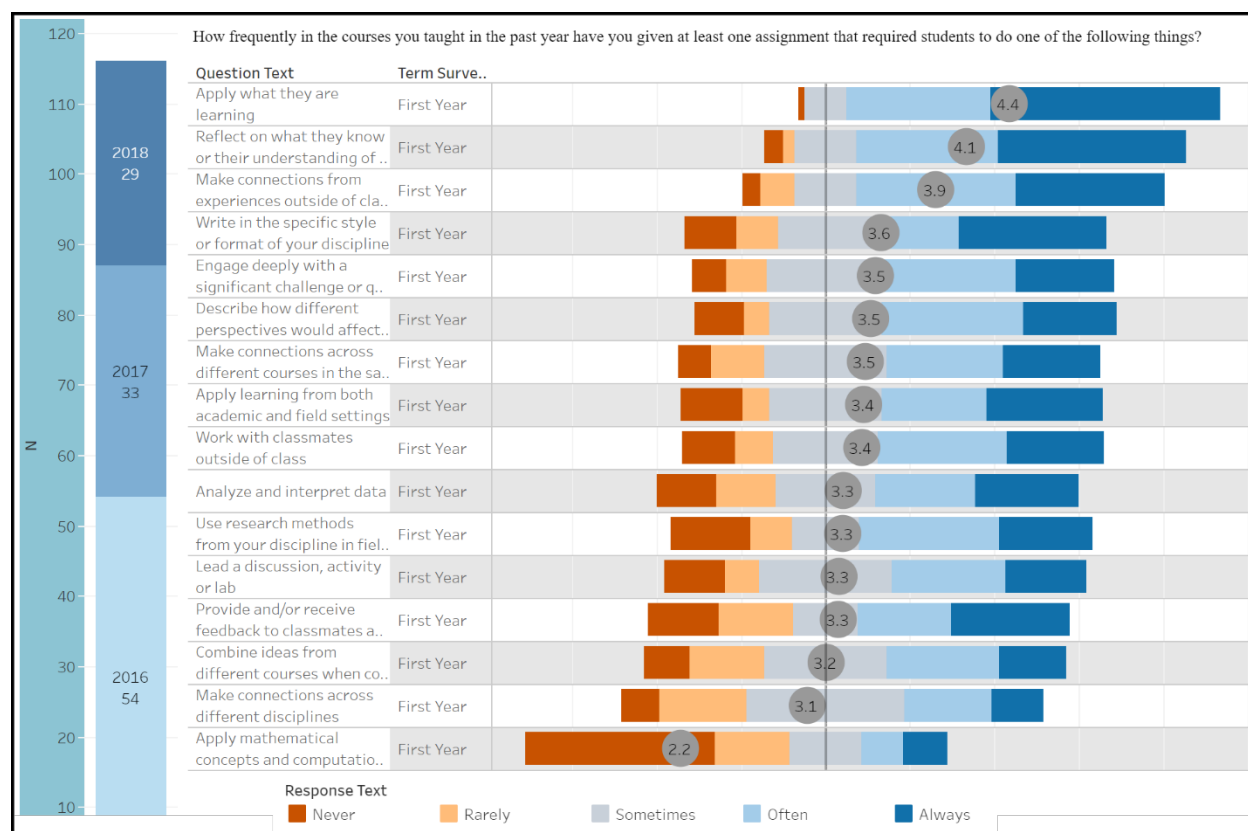
Some peculiar patterns are evident in some of the results. 83% of MTE students plan on completing a culminating senior experience, but only 45% plan on completing a written project. This may be discipline specific (e.g. an Art major might have a non-written capstone project). Another unusual result was that 77% of MTE students plan on (or have been) working with a faculty member on a research project while only 44% plan on (or have been) working with other students on a course project or assignment.

### **Faculty Activity Survey**

In a survey of faculty activities prior to their involvement in MT Engage, faculty were asked to rate the assignment content frequency within their classes (Figure 3). The top 3 were Apply what they are learning (4.4/5), reflect on what they know or their understanding of the material (4.1/5), and make connections from experiences outside of class to what they are learning in class (3.9/5). Several indicators that trend toward the bottom merit attention: making connections across disciplines (3.1), combining ideas from

different courses when completing assignments (3.2), and lead a discussion, activity or a lab (3.3). MT Engage recognizes these indicators as components of integrative learning and seeks to help faculty develop integrative learning in their courses. This survey data shows the need for MT Engage to assist faculty in developing practical strategies for integrative learning.

Figure 3. Faculty Activity Survey: Assignment Content Frequency

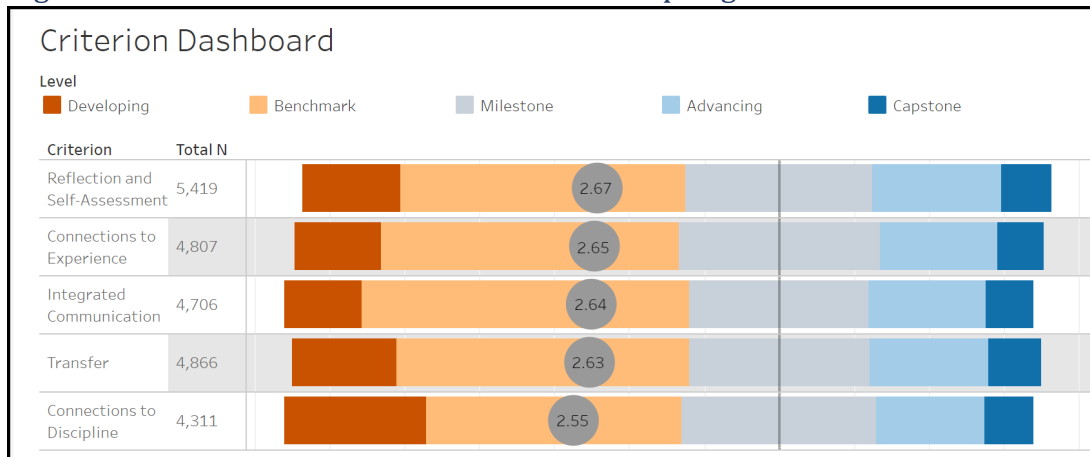


## Direct Measures

### *Integrative Thinking and Reflection Rubric*

This rubric was adapted from the AAC&U Value Rubric on integrative learning. Faculty use it to assess the course's signature assignment on the five indicators of integrative thinking and reflection. All faculty assess the reflection indicator (n = 5419); faculty choose at least two of the other four indicators for assessment, hence the different n's on each indicator. The results are summarized in Figure 4.

Figure 4a. Overall Rubric Assessments Fall16 - Spring 19



As expected, students in lower division courses (1000 and 2000-level) have noticeably lower scores for each indicator than those in upper-division courses (3000 and 4000-level). The graph in Figure 4b shows the rubric data when the reflection indicator is selected. We can see how the levels appear when split by grade earned in the course, classification, and course level. As expected, (Figure 4c) the higher the grade earned, the higher the average reflection score (A [2.8], B [2.6], C [2.3], D [2.1] and F [2.0]). Similarly, as one would expect, as students' classification goes up from Freshman to Senior (Figure 4b), so does the average reflection score, from 2.1 to 3.6. Because scores for the indicators vary, we plan to investigate whether students' scores improve over time or upon completing multiple courses.

Figure 4b. Overall "Reflection" Rubric Course Level Fall 16 – Spring 19

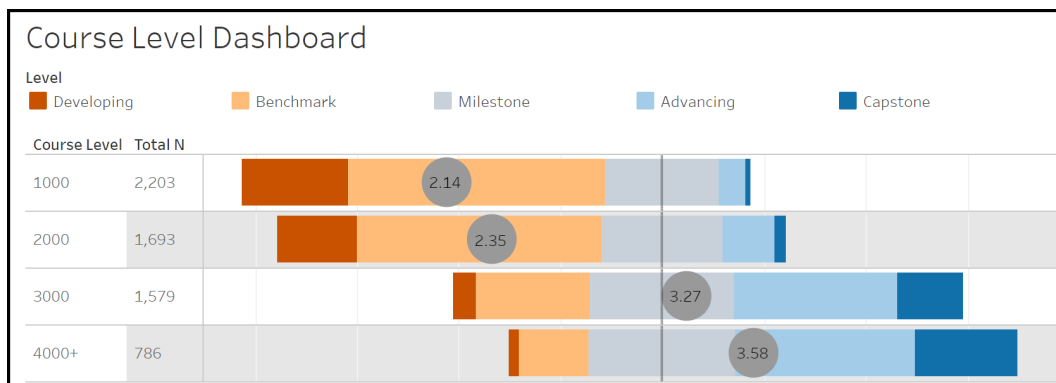
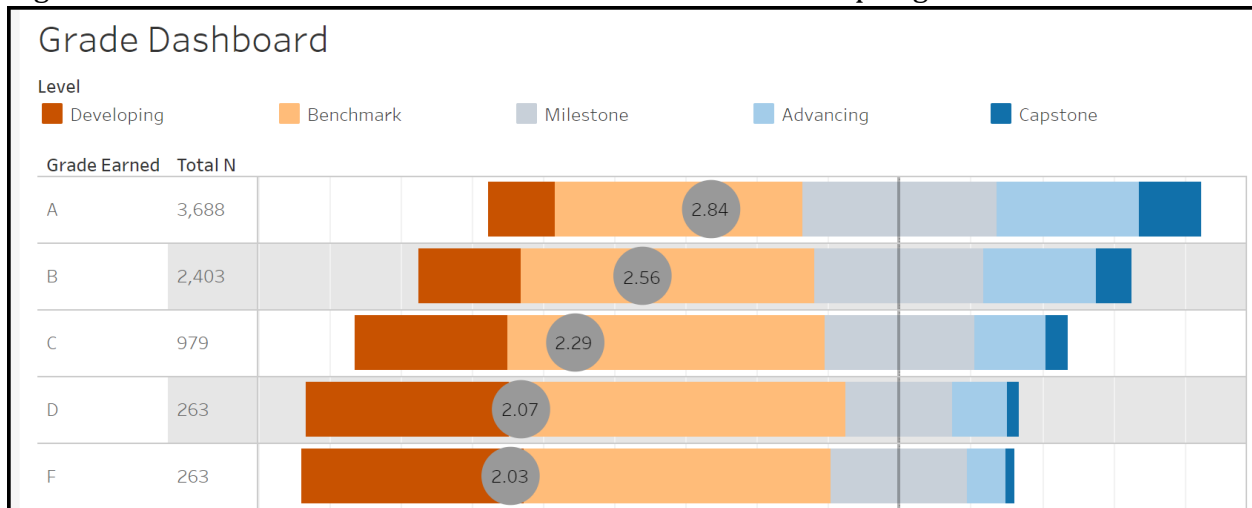


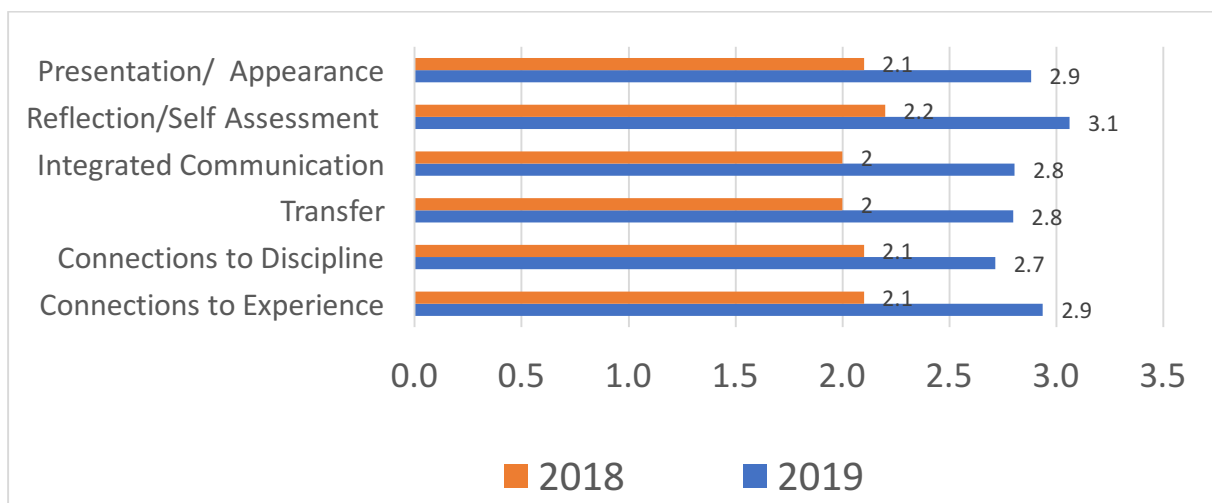
Figure 4c. Overall “Reflection” Rubric Grade Earned Fall 16 – Spring 19



**E-Portfolio Rubric.**

This rubric is a variation of the Rubric for Integrative Thinking and Reflection that specifically assesses sophomore and senior MT Engage ePortfolio presentations. Faculty who served on the ePortfolio Assessment Team (EAT) were trained/normed before assessing the submissions to ensure that they understood the rubric and applied it to the ePortfolios in the same way, helping to improve inter-rater reliability. Average scores per indicator are shown below (Figure 5). Student averages were significantly higher in every category between 2018 submissions and 2019 submissions. These gains suggest that increased usage of the ePortfolio as a teaching tool, the addition of a peer tutoring service, and the availability of model texts in the form of prior ePortfolio submissions supported the quality of students’ submissions.

Figure 5. Sophomore ePortfolio Rubric Averages per Indicator 2018-2019



<b>Program Goal 1: University Data Measures F-Q</b>	<b>Year 0: 2015- 2016</b>	<b>Year 1: 2016- 2017</b>	<b>Year 2: 2017- 2018</b>	<b>Year 3: 2018- 2019</b>	<b>Year 4: 2019- 2020</b>	<b>Year 5: 2020- 2021</b>
<b>F:</b> Number of faculty participating in learning communities and summer institutes for MT Engage (assessed annually) (5% increase/year)	40	42/62*	44/79^	46/87 ^	48	50
<b>F:</b> Number of faculty attending MT Engage one-hour workshops (assessed annually)	20	25/79 +	30/78+	35/86 †	40	45
<b>G:</b> Number of faculty offering approved MT Engage courses each year (assessed annually) (30 faculty increase/year)		40/79	70/116	100/1 49	130	160
<b>H:</b> Number of students enrolled in MT Engage courses each year (assessed annually) (450 student increase/year)		1140/ 4098	1590/ 7495	2040/ 9279	249 0	249 0
<b>I:</b> Number of students submitting MT Engage ePortfolios at 2-year mark (assessed at Years 2, 3, 4, and 5) (10% increase/year)			100/20	110/50	121	133
<b>J:</b> Number of students graduating from MT Engage program (assessed at years 4 & 5) (10% increase/year)				9	70	77
<b>K:</b> Number of colleges offering courses (assessed annually)		3/8	4/8	4/8	5	5
<b>L:</b> Number of departments offering lower- division courses (assessed annually)		6/13	8/18	10/16	12	14
<b>M:</b> Number of departments offering upper-division courses (assessed at years 3, 4, & 5)		0/10	0/14	10/20	11	12
<b>N:</b> Number of MT Engage Major Pathways (assessed at years 3, 4, & 5)				5/3	6	7

<b>O:</b> Number of different MT Engage general- education courses offered (assessed annually)		5/13	7/14	9/17	11	13
<b>P:</b> Number of sections of MT Engage courses offered (assessed annually)		63/20 4	88/361	113/48 5	138	163 3
<b>Q:</b> Number of different MT Engage courses offered (assessed annually)		9/45	14/94	21/13 3	24	27

\*Includes all FLCs completed in AY 2016-2017, including those for Spring and Fall 2016.

+Number includes LT&ITC/ITD ePortfolio hands-on workshops but does not include Melissa Peet's faculty workshop attendance ( ) in Year 1, Candyce Reynolds's workshops (34) in Year 2, or Laura Gambino's assessment workshops (35) and C. Edward Watson's workshops (45) in Year 3.

^Includes Major Pathway Professional Learning Communities (30 participants in Year 2, 41 in Year 3).

#### Reflection: Learning from the QEP Experience in Years 1-3.

Courses and enrollments have enjoyed a steep increase over projections, demonstrating that faculty are already invested in high-impact practices and thus validating a strength identified in the QEP. Similarly, the Summer Institutes attracted many more faculty than anticipated. These welcome experiences invite us to think carefully about how to maintain faculty and student interest. Given that highly engaged faculty are those most likely to revise and adapt courses in their own process of reflection and assessment, MT Engage might consider inviting faculty to update their course certifications and return to the summer institute as done in 2018 or to attend a future one-day Recharge event.

With seven completed major pathways we need procedures for sharing information about the pathways with students, faculty, and advisors. These procedures should include periodic updates to department chairs, deans, college advisors, and the Office of Student Success. We might convene major pathway facilitators, their undergraduate program directors, and their college advisors to identify where, when, how to plug into existing networks on a consistent annual or semi-annual basis. A proposed adjustment of the pathway professional learning communities to allow one-semester PLCs may require modification of proposal recruitment and application procedures. Pathways promise to be a potentially rich source of information about students' growth as integrative and reflective thinkers. In Year 4, we will consult existing pathway facilitators about student progress.

Summer 2019 marked the introduction of MT Engage at the graduate level (LIBS 6010-D01), and a second graduate course (SW 6100) has been certified—well before the Year 5 introduction of graduate courses set out in the QEP. Interest among faculty indicates the need for a coordinated approach to graduate programs that brings together faculty, the Graduate Council, and the College of Graduate Studies. A discussion with interested MT

Engage graduate faculty about the rubric's application to graduate level work could pave the way.

Launching a QEP that includes ePortfolio in the same semester that the D2L ePortfolio launched university-wide meant that staff, faculty, and students faced a steep learning curve. One result was that we had fewer than expected submissions for the inaugural sophomore scholarship. To improve communication and collaboration about ePortfolio support for faculty and students, we created an ePortfolio Partners working group comprised of representatives of Walker Library, the University Writing Center, the LT&ITC, and our program and successfully competed for a grant to pilot ePortfolio peer tutoring in Year 3. Conversations with students who did and did not submit ePortfolios informed our scholarship campaign in Year 3. For example, we increased direct marketing to students and invited faculty and college advisors to personally invite eligible individuals to submit applications. While the number of scholarship applications increased significantly, we were still well below the 110 benchmark. Despite not meeting that goal, students' ability to demonstrate integrative thinking and reflection improved from year 2 to year 3, evidence of worthwhile gains. Moving into Year 4, we will need to focus more on early marketing. In Year 4, we will continue to fund an ePortfolio peer tutor and advertise ePortfolio peer tutoring extensively. We will also need to enhance the way tutoring is provided to offer an increased level of support, possibly by:

- Making tutoring available by appointment instead of walk-in only.
- Offering tutoring on platforms other than D2L only.
- Increasing availability of skype or other online training.

Findings from the Faculty Activity Survey administered in Year 3 indicate that ePortfolio Development is a more common pedagogical practice than it was when faculty were initially surveyed, and yet our experiences demonstrate the need for continuing our advocacy of integrative learning and reflection and ePortfolio. As in previous years, we will review and revise our faculty development programs, including the Summer Institute, to create significant opportunities for signature assignment design, course certification workshops, and multi-track (beginner, advanced) ePortfolio trainings for both faculty and students which will all promote integrative and reflective thinking.

We agreed to focus on student engagement in at least one of the MT Engage-funded faculty learning communities each year and share that FLC work at the Summer Institute and LT&ITC workshops. This is to support the program goal to foster a culture of engaged learning. We agreed to conduct annual workshops on course and assignment design that will promote active learning and student perceptions of relevance by connecting academic work to community and social issues. In Year 4, MT Engage will fund FLCs on hybrid/flipped courses, career preparation courses, and inclusive teaching. Signature assignment design will be addressed at the MT Engage Recharge event and in LT&ITC workshops to assist faculty in developing or revising signature assignments that promote integrative and reflective thinking.

Year 4 would be an ideal time to gather qualitative data that could offer additional insight into what students and faculty consider most valuable about MT Engage.