

ENGAGE, The Georgia College Quality Enhancement Plan (QEP), provides a blueprint for building a culture of engaged learning through the development of structured and assessable Community-based Engaged Learning (C-bEL) experiences that connect students with the liberal arts and the wider community. Through participation in community-based learning, Georgia College students will develop the knowledge, skills and dispositions to become informed citizen leaders who are prepared to serve the public good, locally and globally. The chosen theme and goals are closely aligned with the university's unique mission as Georgia's designated Public Liberal Arts University, which strives to provide an education that will "develop the intellectual, professional and civic skills and dispositions that enable graduates to thrive in an information-intensive and diverse global society."

During implementation of ENGAGE, individuals and teams will build intentional collaborations among academic departments, student support units and community organizations to design learning environments that will provide rich information about student development in community contexts as well as student-generated contributions to the public good. The four institutional objectives for ENGAGE are:

- Build evidence of student learning through direct and indirect measures
- Develop mutually-beneficial collaborations between community and campus organizations
- Expand opportunities for Community-based Engaged Learning (C-bEL)
- Sustain a culture of engaged learning

The strategy through which these goals will be achieved is, in part, an increase in the number and quality of community-based learning experiences available to students. ENGAGE provides a framework that will deliver the resources and support needed to create structured and assessable community-based learning experiences. Four ENGAGE Project Tiers (Apprentice, Journeyman, Master, Fellow) have been identified to scaffold changes to the learning environment and support a diverse population of faculty, staff and community members as they develop transformative experiences for students. Projects designed by individuals, departments, co-curricular units and community organizations will develop the capacity to incorporate C-bEL into their programming. To understand how these C-bEL experiences impact student learning, each experience will incorporate direct and indirect assessments from the ENGAGE Assessment Toolbox, aligned with five learning outcomes (Diverse Perspectives, Integrative Learning, Critical Reflection, Civic Identity and Public Good). These measures will yield important data regarding student learning and the efficacy of the experiences as well as meaningful comparison to existing institutional effectiveness data.

Gains in student learning through direct and indirect measures, dynamic C-bEL experiences and collaborations with community organizations will be the observable consequences of "building a culture of engaged learning." In addition, we strive to develop a culture in which graduates are compelled to continue to contribute to the public good in their community following graduation.