

ENGAGEMENT PORTFOLIO

ENGR 293A - FALL 2017

Students in Fundamentals of Engineering (FEP) courses (ENGR 100, 101, 102, 293A, 199, and MAE 102) are required to attend engineering-related events outside of their regularly scheduled class time and reflect upon these activities to complete an over-arching goal. These Engagement events, are designed to help students gain a better understanding of their collegiate, personal, and professional development while attending West Virginia University. At the conclusion of the semester, verification of the activities combined with a reflection paper, will create the *Engagement Portfolio*.

At the beginning of the semester, students should self-select a ***Self-Efficacy goal***. Throughout the semester, students should attend Engagement events (over a variety of genres) that directly impact their individual goal. Upon completion of the events, students should write a reflective paper. Students must also include signed verification of the supporting events attended. Possible goals, a suggested timeline, and the grading rubric are listed below, but ultimately details surrounding the timeline are at the discretion of each instructor.

The *Engagement Portfolio* accounts for 5% of the overall course grade in ENGR 151. In order to receive credit, students must meet the rubric requirements listed.

A calendar of possible supporting Engagement events can be found on the FEP website, and should a student find an activity he/she believes should be considered that isn't listed on the calendar, is it suggested that he/she obtain approval from his/her faculty prior to the event. ***Students are encouraged to seek out additional events that support his/her goal.***

EngineerFEST and One Department Visit must be 2 of the 5 activities selected
The same Department Visit may not be used for multiple courses.

Possible *ENGR 151 Goal (Self-Efficacy)* suggestions include (but not limited to): Finding an engineering mentor; pursue a leadership position within an organization or team; select an engineering-related skill to learn outside of the classroom; etc.

Possible *supporting activity* suggestions include (but not limited to): Attending a Statler College student organization meeting; interviewing an engineer; attending an engineering-themed lecture; researching a minor; meeting with a Career Services counselor; etc.

Suggested Timeline

- End of Week 3 – Declare Goal Topic to Instructor
- End of Week 6 – Introduction to Goal and at least one supporting activity completed
- End of Week 13 – Collegiate Engagement Portfolio deadline – submitted via ***TurnItIn*** within eCampus

Category of Evaluation	Total Points Possible
Required Verifications of Attendance	50 Points
5 Engagement Events	50
4 Engagement Events	40
3 Engagement Events	30
2 Engagement Events	20
1 Engagement Event	10
Required Length	15 Points
Five Pages - double spaced, 12 pt font, normal margins	15
Four Pages - double spaced, 12 pt font, normal margins	10
Three Pages - double spaced, 12 pt font, normal margins	5
Less than Three Pages - double spaced, 12 pt font, normal margins	0
Self-Reflection and Growth	25 Points
Demonstrates the ability to self-reflect, discusses frustrations and growth throughout the experiences, seeks to find possible weaknesses to improve upon, asks and answers self-directed questions	25
Gives a more cautious self-reflection, one-sided in analysis of frustrations and growth throughout the experiences, does not seek solutions to weaknesses, does not engage in seeking answers to self-directed questions	15
Little self-reflection, does not discuss frustrations or growth, does not provide reflection of experiences	0
Connection Between Goal and Collegiate Engagements Experiences	10 Points
Makes clear connections between original goal and experiences attended	10
Makes general connections between original goal and experiences attended	5
Makes little, if any, connections between original goal and experiences attended	0
	100 Points