



UNIVERSITY OF CENTRAL FLORIDA

# College of Sciences

# High-Impact Practices

*UCF High-Impact Educational Practices (HIP) Signature Experience Initiative Report*

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*By the 2019-2020 catalog year, all College of Sciences programs will include either one required course or a selection of courses as part of the degree requirements to ensure 100% student participation in a High-Impact Practice or Signature Experience prior to graduation. Programs have been encouraged to pursue any needed course designations and curriculum changes during fall 2018 to meet this goal.*

*Report template is used courtesy of Performance Solutions, UCF Psychology Department*



JULY 2018

Revised 8/7/18 based  
on additional review.

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## PROJECT INFORMATION

In the 2017-2018 academic year, the college was awarded a Quality Enhancement Program (QEP) Seed Fund grant to help the college meet the challenges of the UCF Collective Impact Strategic Plan. Specifically, this award was intended to assist the college in meeting the university's goal that by 2020 every UCF undergraduate will graduate with a high-impact signature experience in the major.

|                                  |  |
|----------------------------------|--|
| <b>Title of Project:</b>         | College of Sciences High-Impact Practices  |
| <b>Duration of Project:</b>      | August 2017 to July 2018   |
| <b>Name(s) Listed on Grant:</b>  | Teresa Dorman, Project Lead<br>Victoria Pace, Faculty Lead<br>Elena Thomas, Project Assistant, OPS Staff |
| <b>Email Address of Primary:</b> | Teresa.Dorman@ucf.edu  |
| <b>Phone Number of Primary:</b>  | 407/823-5167   |

To ensure the university goal is met, [Appendix A](#) identifies the courses that can or already meet the high-impact signature experience requirements, and any curricular actions that need to take place during the fall 2018. These courses and actions were identified by and in consultation with program contacts.

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## PROJECT OBJECTIVES

In accordance with the UCF Strategic Planning Goal that 100% of undergraduates participate in a positive, high-impact student experience, our project will ensure that signature and high-impact practice experiences (“s/HIPs”) exist in all programs offered through the College of Sciences. As a result of this project and by catalog year 2019-2020, all COS programs are expected to have at least one required course or a selection (a menu) of courses from which a student must choose to ensure 100% student participation in a s/HIP prior to graduation. Programs have been encouraged to pursue any needed course designations and curriculum/catalog changes during fall 2018 to meet this goal.


### Objective One

The first goal of this project was to examine our academic programs and confirm existing signature, high-impact as well as general high-impact practices, assessing what is already meeting the UCF goal and what work is needed. In addition, this project intends to ensure those experiences are accessible to and can be completed by all students. Based on meetings and other communications with program directors and department/school representatives, we were able to document multiple qualified offerings already in place in a majority of COS programs.

### Objective Two

Next, we are ensuring that appropriate business processes are in place to track offerings of and enrollments into s/HIPs, through appropriate course designation or classification. We coordinated with relevant support offices and shared information and resources with COS program representatives. To improve tracking of s/HIPs, our particular focus was

operationalizing and sharing the requirements of qualifying courses. This resulted in our confirming the following qualifying course designations: Service-Learning (SL), Research Intensive (RI), and Integrative Experience (IE); and identifying the following existing course numbers and catalog indicators: Capstone, Study Abroad, Directed Independent Research, and Internship. As confirmed by Dr. Kimberly Schneider, Assistant Dean and Director of the Office of Undergraduate Research and lead of the Signature Experience Initiative, all of these are qualifying courses that will meet the UCF



“**Success** can only happen  
when we expand **opportunity**  
and demand **excellence**.”

– University of Central Florida

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goal. Knowing these, the university and college will be easily able to track student enrollments into s/HIPs.

Where s/HIPs were not already integrated as requirements into the curriculum, we consulted, provided options, and recommended appropriate and program-specific s/HIPs. With the help of program personnel, we identified courses that have implemented certain components that are characteristic of high-impact practices, but have not yet reached the status of being designated a high-impact course (e.g., research courses, service-learning and community-oriented courses, professional practice courses). For tracking purposes, we shared recommendations with program personnel for those courses to obtain qualifying designations.

## Objective Three

Finally, we are addressing and ensuring that appropriate curricular or program assessments are in place that are relevant to s/HIPs. In considering this goal, we recognized university offices that develop and manage course designations or have formulated the designated list of qualifying courses that fulfill this goal. Those university offices include the Office of Quality Enhancement Plan (QEP), Experiential Learning, and the Office of Undergraduate Research. The designations and courses that are qualifying courses for the Signature Experience Initiative are identified in Objective Two.

At present, the designation criteria assess and ensure that designated courses meet the requirements of the designation and thereby fulfill the criteria of signature and high-impact practices as determined by the university. Because the well-planned designation processes consider the characteristics and quality of reviewed courses, we are suggesting that the designation process be combined with a periodic review of these courses.

## OVERVIEW OF HIGH-IMPACT PRACTICES

High-impact educational practices (HIPs) are learning experiences that enhance a student's academics (UCF Division of Teaching and Learning (DTL) [website](#)). Participating in HIPs strengthens a student's ability to develop intellectually and gain practical skills in communication, collaboration, and critical thinking (Kuh, 2008). Furthermore, research has shown that HIPs positively influence student retention, academic performance, and faculty and peer interaction (Brownell & Swaner, 2009).

**“High-impact practices increase rates of student retention and student engagement.”**

– Association of American Colleges & Universities

UCF DTL identified six key characteristics of HIPs. A course is considered high-impact if students:

- 1) Devote considerable time and effort to purposeful tasks that deepen their commitment to their activity and academic program.
- 2) Interact with faculty about substantive matters over an extended period.
- 3) Experience diversity and inclusion through contact with people who are different from themselves.
- 4) Receive frequent constructive feedback about their performance.
- 5) Connect what they are learning in different settings on-and-off campus.
- 6) Receive the tools and ethical grounding to act with confidence for the betterment of the human condition.

**“High-impact practices facilitate learning outside of the classroom.”**

– University of Central Florida

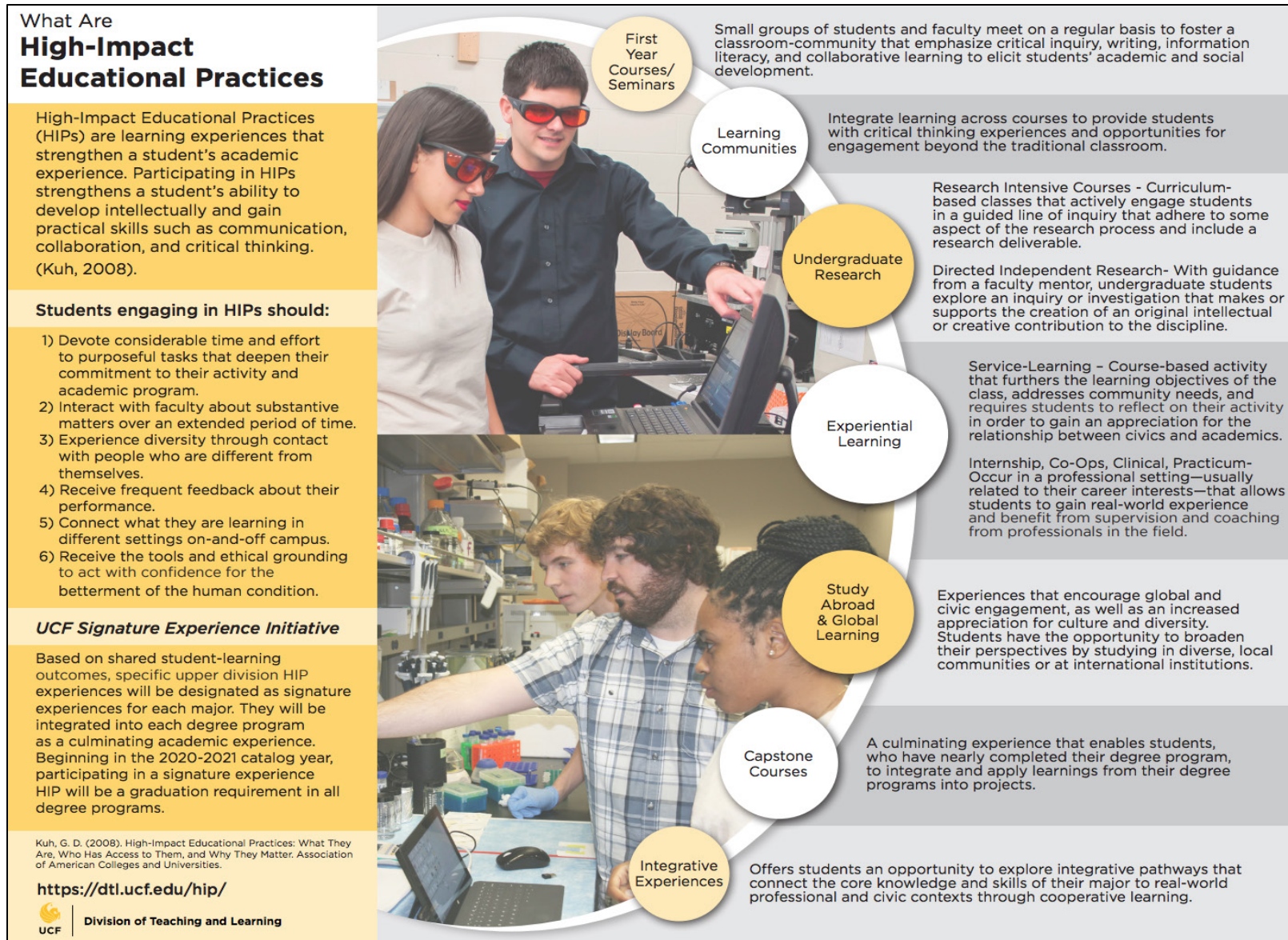
In line with Kuh's (2008) AAC&U report, UCF offers a range of high-impact educational practices, namely:

- First Year Courses/ Seminars
- Learning Communities
- Undergraduate Research
- Experiential Learning
- Study Abroad & Global Learning
- Capstone Courses
- Integrative Experience Courses

HIPs that are upper division courses (3000 or 4000 levels) and taken for credit are considered Signature Experiences.



Figure 1 – High-Impact Educational Practices Flyer



[https://dtl.ucf.edu/wp-content/uploads/2017/11/UCF-HIP-Overview\\_Division-of-TL.pdf](https://dtl.ucf.edu/wp-content/uploads/2017/11/UCF-HIP-Overview_Division-of-TL.pdf)

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## First Year Courses/Seminars and Learning Communities

First Year Courses/Seminars and Learning Communities focus on lower division coursework or tend to occur outside the typical course framework. The Signature Experience initiative is focused on upper division HIPs within the COS majors. Thus, this report is limited to an expansion and description of coursework within the remaining categories.

## Undergraduate Research

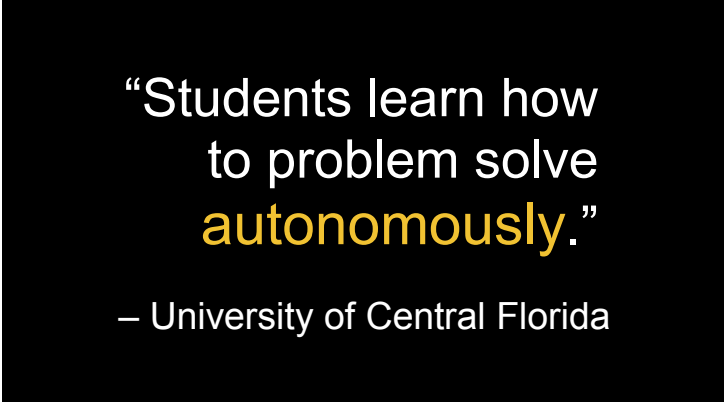
Undergraduate research separates into research-intensive courses and directed independent research.

### ***Research Intensive***

Research-intensive courses engage students in academic inquiry that is guided by a content expert. Students learn about ethics, the research process, applying critical thinking skills, and formal academic communication. They produce a research product such as a paper, presentation, poster, or digital communication. An aim of research-intensive courses is to build knowledge and excitement in research endeavors and to help students identify research niches and potential mentors for further research engagement. The precise definition of the term “research intensive” as it applies to UCF courses is currently in development by the Office of Undergraduate Research and the Division of Teaching and Learning.

### ***Directed Independent Research***

Independent student investigation within the discipline of a supervising faculty member is the focus of Directed Independent Research. The process usually requires and promotes development of student skills in reading, inquiry and analysis, and creative thinking. While faculty members mentor students throughout the process, students develop an individualized research question and conduct the research autonomously, thereby enhancing students’ problem solving skills and the ability to work independently. This research process should result in a creative or intellectual contribution by the student to the field of study.



“Students learn how  
to problem solve  
**autonomously.**”

– University of Central Florida



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## Experiential Learning

Experiential learning features service-learning courses, as well as internships, practicums, and clinicals. In addition, certain UCF programs provide students with the opportunity to participate in high-impact practices specific to their degree program.

### ***Service-Learning***

Service-Learning courses help students to consolidate learning and apply course concepts to the community. Through community and organizational partnerships, students gain a greater understanding of the needs of university, local, regional or global entities and how academic

**“Experiential learning provides an opportunity for students to *apply* what they are learning.”**

– Association of American Colleges & Universities

**“The community receives an infusion of people power and access to university resources.”**

– University of Central Florida

knowledge can be used to meet those needs.

Faculty members guide students as they complete service-learning courses by addressing academic and social concerns. Students connect with community partners, providing their knowledge and service to strengthen the community. Reflection on this connection between coursework and community is intended to lead to learning gains in ethical reasoning, intercultural knowledge, and to stimulate civic engagement.

### ***Internship, Co-Op, Clinical Practicum***

Internships, co-ops, and clinical practicums encourage the application of student learning to professional practice through supervised work, curricular support, and evaluation. Curricular support may be in the form of a seminar, web course, or advising and helps the student maximize the benefit of experiential learning opportunities. These experiences may vary from full-time to part-time activities, be paid or unpaid, and sometimes are part of professional licensing and accreditation requirements. There are clear links to employment practices and job skills, thus the student gains strong understanding of workplace practices and professional application of knowledge. Finally, the evaluation component provides the student with a first impression of on-the-job performance feedback and appraisals.

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## Study Abroad & Global Learning

Study Abroad and Global Learning programs provide students with high-impact international and cultural experiences.

Students may fully immerse themselves in a host culture while obtaining global views of their chosen discipline. Insights from such global learning encourage global citizenship and lead to a more expansive understanding of the student's professional field. Offerings at UCF include faculty-led programs, student exchanges, and international internship partnerships, which vary in length (i.e., short-term, semester-long, or year-long) to fit students' academic and budget needs. These experiences enhance information literacy, problem solving, and motivate lifelong learning.

**“Students explore cultures, life experiences, and worldviews different from their own.”**

– Association of American Colleges & Universities

## Capstone Course

Students take capstone courses near graduation as a way to apply their learning to a project. Examples of projects include research papers, performances, portfolios of work, or exhibits. Projects may be customized to students or student groups and requirements will be influenced by and reflective of departmental and discipline-related expectations. The goal is for students to develop

**“Capstone courses develop leadership, teamwork, decisiveness, goal-setting, problem-solving, and critical thinking.”**

– University of Central Florida

projects that are reflective of their interdisciplinary learning and have practical applications for their field of study. A critical component is that knowledgeable faculty guide the project. Key student learning objectives include Creative Thinking, Inquiry and Analysis, and Problem Solving.

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## Integrative Experience

Integrative Experience courses require students to develop learning plans that connect their academic knowledge, experiences, and skills to their self-development and professional goals. Students learn to adapt and apply discipline-specific skills, theories, or methods to complex and difficult real world issues. They collaborate actively with faculty and other students to diversify their experiences, perspectives, and communication within and beyond the university. Reflecting on and connecting knowledge and experience to professional and personal goals are core components of these courses.

**“Students work closely  
with their professors  
and peers  
to develop, articulate,  
and reflect on their  
goals.”**

– University of Central Florida

## DESIGNATION OF s/HIP COURSES

The Division of Teaching and Learning identified the courses in Table 1 as those meeting the Signature Experience Initiative. Please recall that Signature Experience courses are upper division (3000 or 4000 level), HIP courses. For more information, see: <https://dtl.ucf.edu/high-impact-practices/signature-experience/>

Table 1 – s/HIP Options for Degree Programs

| UCF High-Impact Educational Practices (HIPs) - Signature Experience Initiative (SEI): Options for Degree Programs |                             |   |  |   |
|---|-----------------------------|---|--|---|
| SEI Options<br>(degree programs may have one shared requirement or students may choose from a list)               |                             | Short Description of SEI Options<br>(may vary between degree programs)  | Course Numbers<br>(3000 or 4000)   | Notes   |
| Capstone Courses  |                             | Culminating experience that challenges students near the end of their degrees to create projects that integrate and apply what they have learned throughout their programs. | Various options specific to the degree program                                 |   |
| Directed Independent Research   |                             | An inquiry conducted by an undergraduate, under the guidance of faculty, that makes, or supports the making of, an original contribution to the discipline                  | General: 4912<br>Honors Thesis (HIM): 4903H, 4970H                             | An honors thesis is designed for students who qualify for the HIM program.  |
| Study Abroad  |                             | Enhances the global classroom at UCF and complements the traditional on-campus student experience with a high-impact international experience.                              | 3955, 4955 (or other courses approved by UCF Abroad)                           |   |
| Experiential Learning   | Internship/ Co-op           | Provides learners an opportunity to build upon and apply knowledge and skills in a supervised workplace context   | 3949, 4949, 3940, 4941, COE X947   |   |
|   | Clinical                    | Allows students to be immersed in the field with opportunities to develop and demonstrate competencies for the profession.  | Varies   |   |
|   | Practicum                   | Focuses on field experiences that allow students to observe and document how working professionals perform their job responsibilities                                       | Varies   |   |
| HIP Designated Courses  | Integrative Experience (IE) | Students explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts.                              | Varies<br><br>Designation is necessary at the course-level for SEI requirement | Designation process will open for RI and IE in fall 2018, with first courses bearing approved designation available for spring 2019 (SL is already available) |
|   | Research Intensive (RI)     | Involves faculty experts in curriculum-based engagement in aspects of the research or creative inquiry process  |  |   |
|   | Service-Learning (SL)       | Further the learning objectives of the academic course, addresses community needs, and requires students to reflect on their activity.                                      |  |   |

What does not work for SEI requirements?

- Directed independent study\*
- Lower level courses\*\*
- 0 credit hour option courses (all SEI must be at least 1 credit hour)

\*Directed independent study provides an opportunity for the student to complete academic work not currently offered as a course at UCF, under the direct guidance of a faculty member. Although valuable, an independent study is typically not a HIP.

\*\*Lower division High-Impact Educational Practices (HIPs) occur throughout the student experience but are not a component of this specific SEI requirement

Draft V 2.3 June 28, 2018

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## RESOURCES

### General Resources

For more information about the courses that fulfill the high-impact practice and signature, high-impact experience goals, the Division of Teaching and Learning offers additional information and resources.

**AAC&U:** <https://www.aacu.org/leap/hips>

**High-Impact Practices:** <https://dtl.ucf.edu/high-impact-practices/> <https://dtl.ucf.edu/hip/>

**Signature Experience:** <https://dtl.ucf.edu/high-impact-practices/signature-experience/>

**Course Designation:** <https://dtl.ucf.edu/high-impact-practices/course-designations/>

### ***Presentations:***

#### [Appendix B: Academic Student Engagement: Growing HIPs Campus-wide](#)

Presented by Dr. Kimberly Schneider, Assistant Dean College of Undergraduate Studies, at COS chairs/director meeting 8/30/17. Dr. Dorman and Dr. Pace provided supplemental and college-specific information.

#### [Appendix C: High-Impact Practices and Pegasus Path presentation](#)

Dr. Pace and Lee Anne Kirkpatrick, director of COS Advising Services, coordinated a presentation of High-Impact Practices and the Pegasus Path project for the college. Note: components of the presentation that dealt specifically with the Pegasus Path project have been removed for brevity and focus.

To pursue specific course designations, please contact the office or websites listed below (note: offices and websites are subject to change):

### ***Research Intensive:***

Designation occurs through application and committee approval. The application form should be available fall 2018.

Office of Undergraduate Research: [OUR@ucf.edu](mailto:OUR@ucf.edu)

<https://our.ucf.edu/faculty/research-intensive-courses/>

<https://dtl.ucf.edu/> > Faculty > Course Designations > Research Intensive

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## ***Directed Independent Research:***

Designation occurs through course enrollment in approved special course registration.

## ***Service-Learning:***

Designation occurs through application and Service-Learning approval. The application form is found here: <https://explearning.ucf.edu/faculty/course-approval-form/> .

[Appendix D: Details of courses that already have the Service-Learning designation](#)

<https://dtl.ucf.edu/> > Faculty > Course Designations > Service-Learning

<https://explearning.ucf.edu/> > Faculty/Staff > Support for Faculty and Colleges

<https://explearning.ucf.edu/faculty/service-learning-course-criteria/>

## ***Internships, Co-Ops, Clinical Practicum:***

Designation occurs through course enrollment in approved special course registration or through the Undergraduate Curriculum Committee course approval processes.

<https://explearning.ucf.edu/> > Faculty/Staff > Support for Faculty and Colleges

## ***Study Abroad & Global Learning:***

Designation occurs through approved short-term study abroad courses approval and course enrollment in approved special course registration

<https://studyabroad.ucf.edu/> > Faculty and Staff > Short Term Program Proposal

## ***Capstone:***

Designation occurs as identified in the undergraduate catalog (“Capstone Requirement”) and approved through the Undergraduate Curriculum Committee course approval processes.

## ***Integrative Experience:***

Designation occurs through application and committee approval. The application form should be available fall 2018.

Office of the Quality Enhancement Plan: [QEP@ucf.edu](mailto:QEP@ucf.edu)

<https://dtl.ucf.edu/> > Faculty > Course Designations > Integrative-Learning Experience



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For questions concerning the application process or Integrative-Learning designation, please check information in the next section or contact the Office of the Quality Enhancement plan at [QEP@ucf.edu](mailto:QEP@ucf.edu).

## PARTICIPANTS

After initially engaging all department chairs and the school's director, each department/school identified preferred program contacts for the signature, high-impact practices initiative. Dr. Pace ensured that key faculty members from each of the college's departments and the School remained involved throughout the process. Participants in this project include:

|                                 |   |
|---------------------------------|---|
| Anthropology                    |   |
| Stacy Barber*                   | Undergraduate Coordinator, Anthropology B.A.                                    |
| Biology                         |   |
| Eric Hoffman*                   | Undergraduate Coordinator, Biology B.S.   |
| Laurie von Kalm*                | Associate Chair   |
| Chemistry                       |   |
| Tamra Legron-Rodriguez*         | Undergraduate Coordinator, Forensic Science B.S.                                |
| Seth Elsheimer*                 | Associate Chair   |
| Pedro Patino*                   | Undergraduate Coordinator, Chemistry B.S.                                       |
| Communication, Nicholson School |   |
| Joan McCain*                    | Coordinator, Advertising/Public Relations B.A.                                  |
| Stephanie Rice*                 | Coordinator, Radio/Television B.A.  |
| Jennifer Sandoval*              | Coordinator, Communication & Conflict B.A.                                      |
| Steve Collins                   | Coordinator, Journalism B.A.  |
| Deanna Sellnow                  | Coordinator, Human Communication B.A.   |
| Mathematics                     |   |
| Joseph Brennan*                 | Associate Chair   |
| Physics                         |   |
| Enrique del Barco*              | Associate Chair, Undergraduate Programs   |
| Elena Flitsiyan*                | Undergraduate Coordinator, Physics B.A./B.S.                                    |
| Political Science               |   |
| Barry Edwards*                  | Undergraduate Coordinator, Political Science B.A. & Int'l & Global Studies B.A. |
| Nick Schenk                     | Academic Advising Coordinator   |
| Psychology                      |   |
| Karen Mottarella*               | Associate Lecturer  |
| Alisha Janowsky*                | Assistant Chair, Director of Undergraduate Programs                             |
| Sociology                       |   |
| Amy Donley*                     | Undergraduate Coordinator, Sociology B.A.                                       |
| Liz Grauerholz*                 | Undergraduate Coordinator, Social Sciences B.S.                                 |
| Statistics                      |   |
| Nizam Uddin*                    | Undergraduate Coordinator, Statistics B.S.                                      |
| COSAS                           |   |
| Ryan Sexton*                    | Assistant Director  |
| Dena Ford*                      | Coordinator of Academic Advising  |
| Nicole Simms*                   | Coordinator of Academic Advising  |
| Jillian Thompson                | Coordinator of Academic Advising  |

\*Attended one of three introductory High-Impact Practices/Pegasus Path Presentations ([Appendix C](#))

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Dr. Pace met with the program directors and other representatives to confirm existing s/HIP experiences and where not available or offered, worked with programs to consider courses and elements of courses that held this potential. In these meetings, we also covered options for pursuing course designations and grouping, or developing a menu of courses that would offer students appropriate HIP options.

Affirming participation, Dr. Pace worked with each program to develop individual plans that included pursuing qualifying course designation and/or submitting curriculum revisions. Dr. Dorman and Ms. Maria Williams will assist with any curricular updates. Details for your department are included in [Appendix A: Program Specific Plans](#).

“Including at least one of these types of [s/HIP] courses in your program requirements will help us to meet the university goal of ensuring 100% of our undergraduates receive such an experience.”

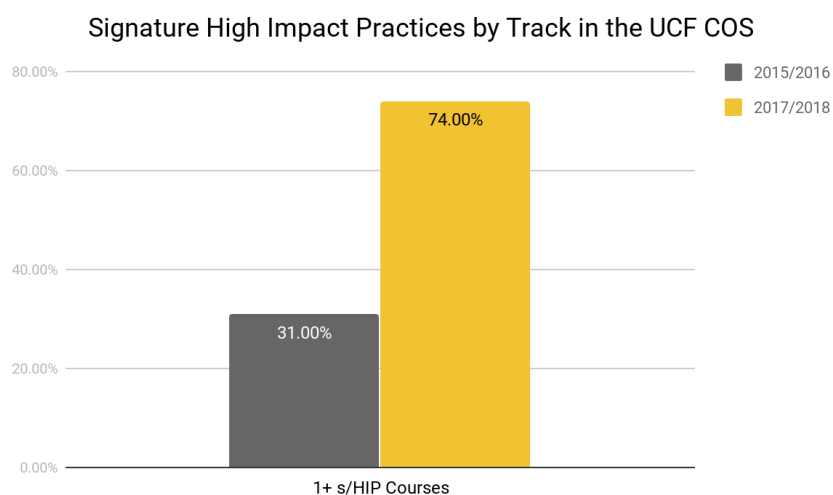
— V. Pace

## ASSESSMENT

### Measuring Success

At the beginning of the year, an initial review of COS' programs (including the various tracks and specializations) found that 31% included "signature" high-impact practices (s/HIPs). Applied to 2015-2016 graduates, this meant that 1436 (53%) of graduates could be identified as having experienced a s/HIP before making any changes.

Figure 2 - s/HIPs by UCF COS Track



After completing the initial, project-led evaluation of courses, and considering those programs that are now identified as including at least one qualifying course meeting s/HIP, we determined a more appropriate count of programs and found that 74% of them included at least one required s/HIP course (Figure 2). In order to meet official documentation and to facilitate tracking of s/HIP participation in the future, some of these

courses will need an official designation as capstone, integrative experience, or research intensive; or curriculum adjusted to revise a menu of course options to remove a single non-qualifying course from a required list of options. All of these programs expressed a willingness to pursue these designations or make needed curricular adjustments.

As a result of this project, the remaining 26% of programs now have a plan in place to develop a required s/HIP course or menu for their majors. To this end, by the conclusion of the 2018-2019 academic year, 100% of COS programs will have a required s/HIP in place or planned for the very near future. This will be accomplished with course designation approval and/or program changes expected during fall 2018.

**Scale x Excellence = Impact**

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# OUTCOMES

## General Outcomes

When the underlying characteristics of HIP courses were explained and many program faculty and staff recognized similar components in their existing courses, it was not difficult to discuss how these and other courses might be identified and designated as Service-Learning, Research Intensive, Integrative Experience, Capstone, and so forth. These qualifying designations will enable recording of HIP offerings and tracking of student participation at both the college and university levels. Our team members were able to provide answers to HIP-related questions from program representatives and faculty by clarifying goals and definitions with personnel from offices of QEP, Experiential Learning, and other entities. We also shared elements from the UCF strategic plan that support university and college efforts to incorporate high-impact practices. The result is that programs generally see that they were already offering courses with many desirable HIP elements and will now benefit by intentional fine-tuning and formalizing the designation of those.

## Discoveries

With our coordinated review, we discovered that more COS programs than expected already moved in the direction of implementing s/HIPs. At least two programs pursued catalog changes to reflect relevant program requirements and several new courses were designated as service-learning this past year.

Additionally, several programs increased their emphasis on active learning and linking these experiences with career-related learning, practice, potential employers and other community partners. These programs were especially interested in learning more about the in-development course designations of Research Intensive and Integrative Learning. We were able to relay specific questions about those designations and other qualifying s/HIPs to university QEP representatives (especially Dr. Schneider) and to communicate back their responses, updates, websites to watch, and additional information. Several COS programs mentioned strong interest in ongoing support from the university (training and monetary) to enable and encourage instructors to seek the course designations.

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## Impact Statement

We expect a large impact on majors in COS since early documentation (the basis of the grant application) indicated that 53% of 2015-2016 graduates could be identified as having enrolled in a s/HIP course. With program plans in place, the college is now on track to implement program-specific requirements that would ensure by the 2019/2020 catalog year, 100% of graduates have the opportunity to enroll into a signature, High-Impact Practice course. All the departments and the School developed a general plan and most have clearly conceptualized and defined plans to achieve this goal.

**“Innovation comes from the meeting of diverse viewpoints.”**

– University of Central Florida

The expansion of this goal to all programs provides every COS student with opportunities for active learning experiences, global and community contacts and experiences, and applied science and career insights. As noted previously, signature and high-impact practices provide a known benefit to students by reinforcing the relevance of their degree and providing and improving skills in critical thinking, effective communication and cognitive reflection (AACU, 2009; Kuh, 2008). Further, research shows that HIPs positively influence student retention, academic performance, and faculty and peer interaction (Brownell & Swaner, 2009).



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## BENEFICIARIES

### Students

By participating in designated HIP courses, students are directly benefitting from the UCF High-Impact Educational Practices (HIP) Signature Experience Initiative. Examining student enrollment during the spring of 2018, we found several opportunities for engagement in HIP courses and experiences. In the Biology B.S. program, students could enroll in one HIP service-learning course for the Ecology, Evolutionary, and Conservation Track and two HIP service-learning courses for the Marine and Aquatic Track. The Nicholson School of Communication offered two HIP study abroad courses for the Advertising-Public Relations B.A., one HIP service-learning as well as 18 HIP study abroad courses for the Communication and Conflict B.A., four HIP study abroad courses for the Journalism B.A., and another four HIP study abroad courses for the Radio-Television B.A. The Mathematics Department gave students the opportunity to gain global experiences by offering eight HIP study abroad exchange courses. The Political Science Department also offered three HIP study abroad exchange courses as well as one HIP service-learning course. Finally, the Psychology Department made five HIP service-learning courses available to students. These are just a selection of the high-impact courses recently offered in the College of Sciences. The number and variety of HIP course offerings for the College of Sciences is expected to increase this upcoming fall 2018 semester, already allowing more students to experience the benefits of high-impact practices.

### Stakeholders

A variety of stakeholders also benefit from the College of Sciences' High-Impact Practices initiative. As identified above, students are served through increased opportunities to learn, experience, and apply knowledge. Faculty, department chairs, and undergraduate advisors develop greater program clarity as they review and consider program requirements and purposes. More comprehensive data regarding student participation and course offerings are advantages offered to leadership in the division of Academic Affairs, the office of Institutional Knowledge Management, and others focused on meeting and reporting out on the strategic goals of the university.

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## RECOMMENDATIONS

Upon completion of and reflection on this project, we made the following recommendations to the Division of Teaching and Learning:

- The Office of the QEP should continue providing funds directly to faculty who seek and obtain course designations such as Service-Learning, Integrative Experience, and Research Intensive to enhance teaching quality and facilitate the documentation of these s/HIP courses. Once designated, the university and college will be able to track student participation in HIPs and departmental advisors should find it easier to encourage strong student participation in these courses.
- Because the qualifying course application and designation processes will consider the characteristics and quality of reviewed courses, we recommend connecting the designation process to periodic review and assessment of these courses to ensure continued compliance with the criteria.



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## APPENDIX A: PROGRAM SPECIFIC PLANS

The following table includes summary information that identifies existing and potential approaches for the degree program to meet the UCF goal that 100% of graduates have the opportunity to enroll into a signature, High-Impact Practice course.

This includes information about currently offered and available High-Impact Practice opportunities for majors. When no courses were currently designated or required of majors, the following includes the most reasonable plan for incorporating these courses in the degree requirements. Actions and next steps are identified.

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

Signature Experience: Select, upper-division HIP-designated courses with shared student learning outcomes that provide students with an integrative discipline-specific experience; these are integrated into the plan of study as culminating academic experiences.

HIP courses include: Capstone (CAP), Experiential Learning (INT or CO-OP), Service-Learning (SL), Directed Independent Research (DIR or HIM), Research Intensive Courses (RI), Global Learning/Study Abroad (SA), and Integrative Experience Courses (IE)

| Degree Program   | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i>   | Information  | Action  |
|--|--|--|---|
| <b>Anthropology</b>  |  |  |   |
| Anthropology, B.A.<br>ALL TRACKS                                       | ANT3701, ANT3940 (INT),<br>ANT3943 (PRACT),<br>ANT3949 (CO-OP),<br>ANT3955 (SA), ANT4912<br>(DIR), ANT4941 (INT),<br>ANT4949 (CO-OP),<br>ANT4955 (SA),<br>ANT4970H (HIM),<br>ANT4516, ANT4586C | ANT4516 and ANT4586C<br>are a core option (pick 1)<br>ANT3701 not an option in<br>Gen Anthro track | <ul style="list-style-type: none"> <li>• Make the list of courses in catalog section identified as "High-Impact Learning Experience" (HILE of Methods &amp; Practice Track) a requirement for all tracks</li> <li>• Update list of HILE courses to reflect those in HIP list</li> <li>• Remove ANT4906 (ind study) from current "HILE" list</li> <li>• Review remaining curriculum for additional courses to add to list that may qualify for RI designation</li> <li>• Submit courses for designation, possibly: ANT3701-SL; ANT4516-RI or IE; ANT4586-RI or IE</li> </ul> |
| Anthropology, B.A.<br>General Anthropology<br>Track                    | See "All Tracks"   |  | <ul style="list-style-type: none"> <li>• See "All Tracks"</li> </ul>  |
| Anthropology, B.A.<br>Anthropological<br>Methods and Practice<br>Track | See "All Tracks"   |  | <ul style="list-style-type: none"> <li>• After "all track" updates, review and clarify catalog narrative "Students may not receive credit towards Core Requirements: HI Learning Experience..."</li> </ul>  |

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| Degree Program   | HIP/Sig Experience Courses<br><i>parenthetical information<br/>are approved designations</i>   | Information   | Action  |
|--|--|---|---|
| <b>Biology</b>   |  |   |   |
| Biology, B.S.<br>ALL TRACKS  | BSC4312C (RI*,SL),<br>BSC4445C (RI*),<br>BSC4XXX Group Effort<br>Applied Research (RI*),<br>BOT4922 (CAP),<br>PAZ4234, ZOO3713C,<br>ZOO4910L | May not include BOT4922,<br>see below.  | <ul style="list-style-type: none"> <li>Develop list of HIP options (pick 1) to meet a requirement in each track and set as a major requirement</li> <li>Submit courses for designation, possibly: PAZ4234-SL, ZOO3713C-RI, ZOO4910L-SL/IR/RI</li> </ul> |
| Biology, B.S.<br>General Track                                       | See "All Tracks"   | All courses in HIP list<br>currently meet restricted<br>electives of track  | <ul style="list-style-type: none"> <li>See "All Tracks"</li> </ul>  |
| Biology, B.S.<br>Ecology,<br>Evolutionary, and<br>Conservation Track | See "All Tracks"   | All courses in HIP list<br>currently meet either<br>restricted electives or<br>additional biology electives<br>of track | <ul style="list-style-type: none"> <li>See "All Tracks"</li> </ul>  |
| Biology, B.S.<br>Marine and Aquatic<br>Track                         | See "All Tracks"   | All courses in HIP list<br>currently meet either<br>restricted electives or<br>additional biology electives<br>of track | <ul style="list-style-type: none"> <li>See "All Tracks"</li> </ul>  |



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|  |   |  |  |
|--|---|--|--|
| Biology, B.S.<br>Plant Sciences Track                              | See "All Tracks"<br>BOT4922 (CAP),<br>BOT4970 (HIM) | Courses of the HIP list<br>(above) currently meet<br>additional biology electives<br>of track              | <ul style="list-style-type: none"> <li>• See "All Tracks"</li> <li>• BOT4922 and BOT4970 are required (pick one) in this track.</li> </ul> |
| Biology, B.S.<br>Pre-Health<br>Professional Track                  | See "All Tracks"                                    | All courses in HIP list meet<br>either restricted electives or<br>additional biology electives<br>of track | <ul style="list-style-type: none"> <li>• See "All Tracks"</li> </ul>   |
| Biology, B.S.<br>Zoology and Pre-<br>Veterinarian Science<br>Track | See "All Tracks"                                    | All courses in HIP list meet<br>either restricted electives or<br>additional biology electives<br>of track | <ul style="list-style-type: none"> <li>• See "All Tracks"</li> </ul>   |

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\*Only sections taught by the approved instructor are currently considered as RI designated

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

Signature Experience: Select, upper-division HIP-designated courses with shared student learning outcomes that provide students with an integrative discipline-specific experience; these are integrated into the plan of study as culminating academic experiences.

HIP courses include: Capstone (CAP), Experiential Learning (INT or CO-OP), Service-Learning (SL), Directed Independent Research (DIR or HIM), Research Intensive Courses (RI), Global Learning/Study Abroad (SA), and Integrative Experience Courses (IE)

| Degree Program  | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information                       | Action   |
|---|--|-----------------------------------|--|
| <b>Chemistry</b>  |  |                                   |  |
| Chemistry, B.S.   | CHM4912 (DIR), PSC3911   | CHM4912 is required of all majors | <ul style="list-style-type: none"> <li>Will benefit from Physics submitting PSC3911 for RI course designation</li> </ul> |
| Chemistry, B.S.<br>Biochemistry Track                     | CHM4912 (DIR), PSC3911   | CHM4912 is required of all majors | <ul style="list-style-type: none"> <li>Will benefit from Physics submitting PSC3911 for RI course designation</li> </ul> |
| Forensic Science, B.S.<br>Forensic Science Analysis Track | CHM4591 (INT)  | CHM4591 is required of all majors | <ul style="list-style-type: none"> <li>Done</li> </ul>   |
| Forensic Science, B.S.<br>Biochemistry Track              | CHM4591 (INT)  | CHM4591 is required of all majors | <ul style="list-style-type: none"> <li>Done</li> </ul>   |

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

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HIP courses include: Capstone (CAP), Experiential Learning (INT or CO-OP), Service-Learning (SL), Directed Independent Research (DIR or HIM), Research Intensive Courses (RI), Global Learning/Study Abroad (SA), and Integrative Experience Courses (IE)

| Degree Program  | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i>   | Information  | Action  |
|---|--|--|---|
| <b>Communication &amp; Media, Nicholson School of</b> |  |  |   |
| Advertising-Public Relations, B.A                     | MMC4411 (CAP), ADV4941 (INT), PUR4941 (INT), MMC3420, MMC3630, PUR3100   | Capstone (MMC4411) and internship (ADV4941/PUR4941) are required of all majors   | <ul style="list-style-type: none"> <li>Submit courses for designation, possibly: MMC3420-RI; MMC3630-SL, RI or IE; PUR3100-SL or IE</li> <li>May identify additional courses for HIP designation</li> </ul>   |
| Communication & Conflict, B.A.                        | COM4806 (CAP), COM4803   | Capstone (COM4806) is required of all majors   | <ul style="list-style-type: none"> <li>Submit COM4803 (internal restricted elective option) for designation, possibly SL or IE</li> <li>May identify additional courses for HIP designation</li> </ul>  |
| Human Communication, B.A.<br>ALL TRACKS               | COM3311<br>COM4941 (INT),<br>COM3949 (CO-OP),<br>COM3955 (SA),<br>COM4912 (DIR),<br>COM4955 (SA),<br>COM4949 (CO-OP),<br>COM4970 (HIM),<br>SPC3949 (CO-OP),<br>SPC4949 (CO-OP) | Five (5) tracks: General Human Communication, Business and Professional, Health Communication, Interpersonal Communication, Social Innovation and Activism | <ul style="list-style-type: none"> <li>Update "High-Impact Immersion Experience" section of catalog major requirements, adding COM3311 (if RI designated) and removing IS courses</li> <li>Submit COM3311 (required core) for RI designation</li> </ul> |
| Journalism, B.A.<br>Electronic News Track             | RTV4681C (CAP)   | RTV4681C is required capstone for track  | <ul style="list-style-type: none"> <li>(optional) Consider developing a list of HIP courses (pick 1)</li> </ul>   |

|   |   |   |  |
|---|---|---|--|
| Journalism, B.A.<br>Digital News Track                                | JOU4950 (CAP)   | JOU4950 is required<br>capstone for track             | <ul style="list-style-type: none"> <li>(optional) Consider developing a list of HIP courses (pick 1)</li> </ul>  |
| Radio-Television,<br>B.A.<br>Production Track                         | RTV4544 (CAP),<br>RTV3571C  | RTV4544 is required<br>capstone for track             | <ul style="list-style-type: none"> <li>Submit RTV3571C (an elective option) for IE designation</li> </ul>  |
| Radio-Television,<br>B.A.<br>Media Management<br>and Operations Track | <del>RTV4544 (CAP)</del><br><div>Incorrect - MM&amp;O Track has no Capstone Requirement</div> | <del>RTV4544 is required<br/>capstone for track</del> | <ul style="list-style-type: none"> <li> <del>Done</del><br/> <div>Identify a course (that will be required of all in track) as Capstone (OR)<br/>Could also consider submitting a required course for an approved Signature Experience designation</div> </li> </ul> |

*Note: This reports only addresses the mass and human communication programs within the School*

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

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HIP courses include: Capstone (CAP), Experiential Learning (INT or CO-OP), Service-Learning (SL), Directed Independent Research (DIR or HIM), Research Intensive Courses (RI), Global Learning/Study Abroad (SA), and Integrative Experience Courses (IE)

| Degree Program   | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information   | Action  |
|--|--|---|---|
| <b>Mathematics</b>   |  |   |   |
| Mathematics, B.S.<br>ALL TRACKS  | MAA4226  | MAA4226 could be enhanced to include active engagement of students in proof or project experience | <ul style="list-style-type: none"> <li>Update major requirements to include MAA4226 (required core course) as required capstone for all tracks</li> <li>As a part of the degree experience, consider including more business, government, and/or community service connections for students through projects and/or speakers</li> </ul> |
| Mathematics, B.S.<br>General Mathematics Track   | See "All Tracks" and MAP4484   |   | <ul style="list-style-type: none"> <li>See "All Tracks"</li> <li>Submit MAP4484 (required course) for RI designation</li> </ul>   |
| Mathematics, B.S.<br>Engineering/ Physics Track  | See "All Tracks" and MAP4103   |   | <ul style="list-style-type: none"> <li>See "All Tracks"</li> <li>Submit MAP4103 (required course) for RI designation</li> </ul>   |
| Mathematics, B.S.<br>Mathematical Biology Track, Mathematical Economics Track, Computational Track | See "All Tracks"   |   | <ul style="list-style-type: none"> <li>See "All Tracks"</li> </ul>  |

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

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HIP courses include: Capstone (CAP), Experiential Learning (INT or CO-OP), Service-Learning (SL), Directed Independent Research (DIR or HIM), Research Intensive Courses (RI), Global Learning/Study Abroad (SA), and Integrative Experience Courses (IE)

| Degree Program   | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information   | Action   |
|--|--|---|--|
| <b>Physics</b>   |  |   |  |
| Physics, B.S.<br>ALL<br>SPECIALIZATIONS                                | PHY4912 (DIR); PSC3911   | Five (5) specializations:<br>General Physics, Materials<br>Physics, Optics and Lasers,<br>Computational Physics,<br>Astronomy | <ul style="list-style-type: none"> <li>• <del>Revise program to require PHY4912 (currently an option in the core) for degree</del> *see below</li> <li>• Submit PSC3911 (see Chem/a core option) for RI or IE designation</li> </ul> |
| Physics, B.A.<br>ALL<br>SPECIALIZATIONS                                | PHZ3113  |   | <ul style="list-style-type: none"> <li>• Submit PHZ3113 (required core course) for IE designation</li> </ul>   |
| Physics, B.A.<br>Education<br>Specialization                           | See "All Specializations" and PHY4012  | PHY4012 only required in Education specialization   | <ul style="list-style-type: none"> <li>• Submit PHY4012 (required course for specialization) for IE designation OR Designate as a capstone course for this specialization</li> </ul>   |
| Physics, B.A.<br>Nanoscale Science<br>and Technology<br>Specialization | See "All Specializations" and ISC3471 (SL), ISC3417 (SL)                                 | ISC courses are required of the specialization  | <ul style="list-style-type: none"> <li>• See "All Specializations"</li> </ul>  |
| Physics, B.A.<br>Biophysics, IT/Data<br>Science, Tech Writing          | See "All Specializations"  |   | <ul style="list-style-type: none"> <li>• See "All Specializations"</li> </ul>  |

\*Revise program to require PHY4912 or PSC3911 (currently both are options in the core). These could be included as options (pick one) for meeting the capstone requirement.

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

Signature Experience: Select, upper-division HIP-designated courses with shared student learning outcomes that provide students with an integrative discipline-specific experience; these are integrated into the plan of study as culminating academic experiences.

HIP courses include: Capstone (CAP), Experiential Learning (INT or CO-OP), Service-Learning (SL), Directed Independent Research (DIR or HIM), Research Intensive Courses (RI), Global Learning/Study Abroad (SA), and Integrative Experience Courses (IE)

| Degree Program                         | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information   | Action  |
|--|--|---|---|
| <b>Political Science</b>               |  |   |   |
| International & Global Studies, B.A.   | POS3703, POS4961 (if credit bearing), PUP3203  |   | <ul style="list-style-type: none"> <li>Develop a list of HIP courses from which to choose <b>AND/OR</b> Submit POS3703 (required core course) for RI designation <del>AND/OR Revise POS4961 (required core course) to earn credit and fulfill Capstone requirement</del></li> </ul>   |
| Political Science, B.A.                | POS3703, POS4961 (if credit bearing), PUP3203  | Two (2) Specializations: American Politics and Policy, International Relations-Comparative Politics | <ul style="list-style-type: none"> <li>Submit PUP3203 (all sections) for SL designation (currently an option in Area A)</li> <li>Develop a list of HIP courses from which to choose <b>AND/OR</b> Submit POS3703 (required core course) for RI designation <del>AND/OR Revise POS4961 (required core course) to earn credit and fulfill Capstone requirement</del></li> </ul> |
| Political Science: Pre Law Track, B.A. | POS3703, POS4961 (if credit bearing), PUP3203  |   | <ul style="list-style-type: none"> <li>Submit PUP3203 (currently an option in Area A) for SL designation</li> <li>Develop a list of HIP courses from which to choose <b>AND/OR</b> Submit POS3703 (required core course) for RI designation <del>AND/OR Revise POS4961 (required core course) to earn credit and fulfill Capstone requirement</del></li> </ul>                |

Removed "Revise POS4961" per feedback from K.Hamann 8/1/18

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

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| Degree Program                 | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information   | Action  |
|--------------------------------|--|---|---|
| <b>Psychology</b>              |  |   |   |
| Psychology, B.S.<br>ALL TRACKS | PSY3074, PSY4049 (CAP), PSY4215  | Six (6) Tracks: General, Clinical, Experimental, Human Factors Psychology, Industrial/Organizational Psychology, Neuroscience | <ul style="list-style-type: none"> <li>•<del>Submit PSY3074 (core requirement) for IE designation</del></li> <li>•Submit PSY4215 (restricted elective option) for RI designation</li> </ul> |

Update 8/7/18: PSY3024, PSY3074, and PSY4049 were approved at the course level with Integrative Experience (IE) course designation



## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

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| Degree Program       | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information   | Action  |
|----------------------|--|---|---|
| <b>Sociology</b>     |  |   |   |
| Social Sciences B.S. | tbd  | Students pursue a core and three minors from various disciplines                            | <ul style="list-style-type: none"> <li>Develop a list of HIP options (pick 1) with general list of courses identified that will fulfill the HIP requirement (SL, SA, CAP, DIR, RI, IE)</li> </ul> |
| Sociology, B.A.      | SYA4450 (CAP), SYA3352, SYO3573, SYA4310C, SYA4900                                       | SYA4450 required of all majors; SYA3352, SYO3573, SYA4310, SYA4900 are all elective options | <ul style="list-style-type: none"> <li>Develop a list of HIP options (pick 1)</li> <li>Submit courses for designation, possibly: SYA3352-RI, SYO3573-RI, SYA4310C-RI, SYA4900-RI or SL</li> </ul> |
| Sociology, B.S.      | Same as B.A.   |   | <ul style="list-style-type: none"> <li>Same as B.A.</li> </ul>  |

## UCF Signature Experiences Initiative Master List: Potential HIPs by Department

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| Degree Program    | HIP/Sig Experience Courses<br><i>parenthetical information are approved designations</i> | Information | Action   |
|-------------------|--|-------------|--|
| <b>Statistics</b> |  |             |  |
| Statistics, B.S.  | STA4164  |             | <ul style="list-style-type: none"> <li>• Designate STA4164 as Capstone</li> <li>• (optional) Consider also submitting STA4173, STA4222 and STA4504 for RI designation</li> </ul> |

NOTE: Per DTL: "HIP Signature Experience Requirement" will be added in the catalog under the "Degree Requirements" category in 2020-2021 for all majors.



## APPENDIX B: INITIAL PRESENTATION OF HIGH-IMPACT PRACTICES INITIATIVE



### Division:

- Faculty Center for Teaching in Learning
- *What's Next*: UCF's QEP
- Academic Advancement Programs
- Pre-Health and Pre-Law
- Office of Undergraduate Research
- Experiential Learning
- Operational Excellence and Assessment Support

UCF | College of Undergraduate Studies

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UNIVERSITY OF CENTRAL FLORIDA



### High Impact Educational Practices: Current Initiatives

#### UCF High Impact Educational Practices for Tracking Purposes:

- Capstone Courses
- Directed Research
- First Year Seminars
- Learning Communities
- Study Abroad & Global Learning
- Integrative Learning Courses (IE)
- Research Intensive Courses (RI)
- Service Learning Courses (SL)
- Experiential Learning (internships, practicums, clinicals, co-ops)

#### (1) IKM HIP Portal

Centralized database of HIP participation at UCF. Access provided through colleges. Data used for variety of purposes.

#### (2) HIP Signature Experience Initiative (SEI)

Upper-division coursework, selected by each degree program. Successful completion of one SEI is required for graduation starting in catalog year

#### (3) HIP Course Designations

Allow students to choose an appropriate High Impact course to fit their plan of study. Helps UCF HIP involvement. Allows UCF to track data on HIP enrollment.

#### HIP Early Experiences

Lower-division coursework (1000-2000 level) Not required for graduation at present time, but highly encouraged.

(Not a formal initiative)

**What Are High Impact Educational Practices (HIPs) at UCF?**

High Impact Educational Practices (HIPs) are learning experiences that strengthen a student's academic experience. Participating in HIPs strengthens a student's ability to develop intellectually and gain practical skills such as communication, collaboration, and critical thinking. (Kuh, 2008)

**Students engaging in HIPs should:**

- 1) Devote considerable time and effort to purposeful tasks that deepen their commitment to their activity and academic program.
- 2) Interact with faculty about substantive matters over an extended period of time.
- 3) Experience diversity through contact with people who are different from themselves.
- 4) Receive frequent feedback about their performance.
- 5) Connect what they are learning in different settings on and off campus.
- 6) Receive the tools and ethical grounding to act with confidence for the betterment of the human condition.

**UCF Signature Experience Initiative**

Based on shared student learning outcomes, specific upper division HIP experiences will be designated as signature experiences for each major. They will be integrated into each degree program as a culminating academic experience. Beginning in the 2020-2021 catalog year, participating in a signature experience HIP will be a graduation requirement in all degree programs.

See UCF 2020-2021 upper division brochure for more information about the UCF Signature Experience Initiative and how to integrate it into your degree program.

**Division of Teaching and Learning**

## UCF Signature Experience Initiative

**Offerings for UCF students by 2020:**

- Capstone Courses
- Directed Independent Research
- Internship (co-op, clinical, practicum)
- Study Abroad
- Integrative Learning Classes
  - Integrative Experience (IE)\*
  - Research Intensive (RI)\*
  - Service Learning (SL)

\* Proposed, not yet implemented

## 2015-2016 Academic Year

**1,686**  
Undergraduate Researchers

**586**  
Undergraduate Faculty Mentors

**6,072**  
Unique Student Internships, Practicum, and Clinicals

**UCF Institutional Knowledge Management** **UCF Division of Teaching and Learning**

## COS: The Numbers (2015-2016)

| Department        | UG Research | Mentors | UG Internships, Practicums, and Clinicals |
|-------------------|-------------|---------|---|
| Anthropology      | 25          | 10      | 13  |
| Biology           | 83          | 23      | 22  |
| Chemistry         | 64          | 19      | 27  |
| Communications    | 39          | 12      | 479                                       |
| Mathematics       | 24          | 16      | 3   |
| Physics           | 41          | 28      | 1   |
| Political Science | 62          | 13      | 67  |
| Psychology        | 146         | 39      | 108                                       |
| Sociology         | 36          | 18      | 28  |
| Statistics        | 5           | 3       | 2   |

**UCF College of Undergraduate Studies** **UCF Division of Teaching and Learning**





## Office of Undergraduate Research

- Getting Started
  - Peer advising, workshops, pre-research coursework
  - Class and club presentations
- Research Programs
  - OUR: Student grants, summer fellowships
  - Honors: Honors in the Major, Burnett Research Scholars
  - AAP: Research and Mentoring Program, McNair Scholars
- Research Dissemination
  - Showcase of Undergrad Research Excellence, conference funding, *Undergraduate Research Journal*
- Faculty and Student Councils

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## Student Commitment: 3-20hrs/week

- Zero or Multiple Credit Hours
  - Directed Independent Research, 0+ credits
  - Should be available in all departments
  - ~3 hrs+/week for each credit hour
- Paid and Scholarships
  - Stipend, scholarship, or hourly
  - UCF programs: RAMP, McNair, SURF, HIM
  - Faculty mentor's grants
  - Work study opportunities if student qualifies

College of Undergraduate Studies      Division of Teaching and Learning

## Showcase of Undergraduate Research Excellence Annual Event, April 5, 2018

- [www.showcase.ucf.edu](http://www.showcase.ucf.edu)
- Poster-based forum
- Research/creative projects (all disciplines)
- Scholarships awarded (Over \$25,000!)
- Applications due February

College of Undergraduate Studies      Division of Teaching and Learning



## Fall Faculty Workshops

- **Faculty Resources and Opportunities in Undergraduate Research**
  - Tuesday, August 29, 2017, 10:00-11:00 am
  - Monday, October 9, 2017, 2:00-3:00 pm
- **Effective Mentoring in Undergraduate Research**
  - Tuesday, September 5, 2017, 10:00-11:00 am
  - Monday, October 16, 2017, 2:00-3:00 pm
- **Integrating Research into the Curriculum**
  - Tuesday, September 12, 2017, 10:00-11:00 am
  - Wednesday, October 25, 2017, 2:00-3:00 pm

## OUR-Next Steps

- Encourage new faculty to attend workshops and/or meet one-on-one with us
- Invite OUR to leadership team meetings and/or faculty meetings







## APPENDIX C: JOINT HIP AND PEGASUS PATH PRESENTATION



### Welcome and Introductions

- Introductions
- Sign In Sheet

UCF College of Sciences



### High Impact Educational Practices: Current Initiatives

#### UCF High Impact Educational Practices for Tracking Purposes:

- Capstone Courses
- Directed Research
- First Year Seminars
- Learning Communities
- Study Abroad & Global Learning
- Integrative Learning Courses (IE)
- Research Intensive Courses (RI)
- Service Learning Courses (SL)
- Experiential Learning (internships, practicums, clinicals, co-ops)

#### (1) IKM HIP Portal

Centralized database of HIP participation at UCF.  
Access provided through colleges.  
Data used for variety of purposes.

#### (2) HIP Signature Experience Initiative (SEI)

Upper-division coursework, selected by each degree program.  
Successful completion of one SEI is required for graduation starting in catalog year 2020-21.

#### (3) HIP Course Designations

Allows students to choose an appropriate High Impact course to fit their plan of study.  
Helps UCF HIP involvement.  
Allows UCF to track data on HIP enrollment.

#### HIP Early Experiences

Lower-division coursework (1000-2000 level)  
Not required for graduation at present time, but highly encouraged.  
**(Not a formal initiative)**



## UCF Signature Experience Initiative

Offerings for UCF students by 2020:

- Capstone Courses
- Directed Independent Research
- Internship (co-op, clinical, practicum)
- Study Abroad
- Integrative Learning Classes
  - Integrative Experience (IE)\*
  - Research Intensive (RI)\*
  - Service Learning (SL)

Undergraduate Student Success

Research Engagement

Community Engagement

Increase student participation in internships and co-ops by 50%

Increase undergraduate research by 50%

Increase SURE participation by 50%

Increase service-learning by 50%

\* Proposed, not yet implemented

# 100% High Impact

## Some Key Components of (S)HIPs

Most courses will only include one or two of these:

- Research
- Global Learning
- Collaborative Assignments and Projects
- Links to Employers and/or Community Service Organizations

For more information:

<https://www.aacu.org/leap/hips>

## (S)HIPs and OUR

- Your URC members →
- Invite (S)HIPs or OUR to your department
  - Faculty meetings
  - Leadership meetings

|           |           |                                    |
|-----------|-----------|------------------------------------|
| Nessette  | Falu      | Anthropology                       |
| Linda     | Walters   | Biology                            |
| Seth      | Elsheimer | Chemistry                          |
| Melissa   | Dagley    | ISTEM                              |
| Joseph    | Brennan   | Mathematics                        |
| Zhisheng  | Shuai     | Mathematics                        |
| Bridget   | Rubenking | Communication                      |
| Ahlam     | Al-Rawi   | Physics                            |
| Jonathan  | Powell    | Political Science                  |
| Florencio | Hernandez | Provost Faculty Fellow (Chemistry) |
| Matt      | Chin      | Psychology                         |
| Jonathan  | Cox       | Sociology                          |
| Liaiang   | Ni        | Statistics                         |

## (S)HIPs Next Steps

- Work with COS on *UCF HIP and Signature Experiences*
  - Communicate this initiative to faculty in your department
  - Ask your faculty for information about their (potentially) relevant courses
  - Please send me information on the following (S)HIPs:
    - Major requirements or courses that are already designated as Research/Thesis, Internship, Study Abroad, Service Learning, Capstones that include a culminating project (individual or group)
    - Courses that have some components of HIPs, but are not yet designated (we may be able to work together to facilitate designation, if desired)
    - Coverage information— required of all majors OR average enrollment per year
- Let me know if you have any questions or relevant course info: Victoria.Pace@ucf.edu

Note: Additional slides were presented by Lee Anne Kirkpatrick for the Pegasus Path Project. These have been removed for brevity and focus.

## APPENDIX D: DESIGNATED SERVICE-LEARNING COURSES

| Department                        | Course ID                   | Course Title   | Course Start Date                                    | Original and Current Instructor(s)                                    | Notes   |
|-----------------------------------|-----------------------------|--|--|---|---|
| Biology                           | BSC 3312                    | Principles of Marine Biology   | Spring 2017  | Dr. Linda Walters   |   |
| Biology                           | BSC 4312                    | Advanced Marine Biology  | Spring 2012  | Dr. Linda Walters   |   |
| Biology                           | BSC 4861L                   | Urban Ecological Field Studies   | Fall 2009  | Alaina Bernard<br>Jennifer Elliott                                    |   |
| Biology                           | BSC 5316                    | Marine Conservation Biology  | Spring 2011  | Dr. Linda Walters   |   |
| Nicholson School of Communication | COM 1000                    | Introduction to Communication  | Fall 2009  | Steven Neel   |   |
| Physics                           | ISC3471-formerly<br>PHZ3462 | Nanoscience and Nanotechnology- formerly<br>Nanoscience I: An Introduction | Updated for Fall 2018-<br>initially Fall 2016        | Dr. Enrique Del Barco<br>Dr. Aniket Bhattacharya<br>Patrick Schelling |   |
| Physics                           | ISC3417-formerly<br>PHZ3466 | Computational Nanoscience-<br>formerly Nanoscience III:<br>Virtual Lab     | Updated for Spring<br>2019- initially Spring<br>2016 | Dr. Enrique Del Barco<br>Dr. Aniket Bhattacharya<br>Patrick Schelling |   |
| Psychology                        | PSY 4942                    | Instructional Experiences in<br>Undergraduate Psychology                   | Spring 2018  | Karen Cox   |   |
| Psychology                        | SOP 3723                    | Cross Cultural Psychology  | Spring 2017  | Dr. Martha Hubertz  | SL designation limited to<br>Dr. Martha Hubertz's section<br>Not clear whether SL<br>designation for SOP 3742 will<br>apply to future courses |
| Psychology                        | SOP 3742                    | Psychology of Women  | Fall 2017  | Dr. Martha Hubertz  |   |
| Political Science                 | PUP 3203                    | Environmental Politics   | Fall 2006  | Dr. Peter Jacques   |   |
| Nicholson School of Communication | SPC 1608H                   | Honors Fundamentals of<br>Oral Communication                               | Fall 2005<br>(estimated)                             | Dr. Christine Hanlon  | No SL designation Fall 2009 -<br>Spring 2016;SL designation<br>reinstated in Fall 2016  |

