

Building your Portfolio through High Impact Practices

Agenda Today-

Highlighting how to build your portfolio

Overview

“BIG HIPs”

- Study Abroad
- Experiential Learning
- Undergraduate Research

HIP Course Designations

- IE and SL
- GL
- RI



Meet the Team

High-Impact Practices

- Kimberly Schneider, Assistant Vice Provost of SLAS (krs@ucf.edu)
- Estrella Rodriguez, Instructional Specialist (estrella.rodriguez@ucf.edu)

Office of Undergraduate Research

- Natalia Toro, Director (natalia.toro@ucf.edu)
- Alison Hudson, Assistant Director (alison.hudson@ucf.edu)

Office of Experiential Learning

- Quynh Dang, Director (quynh.dang@ucf.edu)
- Haley Winston, Assistant Director (haley.winston@ucf.edu)

What are High-Impact Practices?

- High-Impact Educational Practices (HIPs) are learning experiences that enhance a student's academics. Participating in HIPs strengthens a student's ability to develop intellectually and gain practical skills in communication, collaboration, and critical thinking
- HIPs at UCF:
 - Blend classroom learning with real-world experiences.
 - Opportunities that **give students a competitive edge.**
 - Builds out student resumes while gaining critical skills.
 - <https://academicsuccess.ucf.edu/hip/for-faculty-and-staff/>



George Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington D.C. 2008)

What are High Impact Practices?

Our Priorities



Student Success and Well-Being

At UCF, we believe that our mission and fundamental purpose is to identify and unleash an individual's potential by making high-quality, post-secondary education affordable and accessible. Our efforts to accelerate student success and enhance well-being will contribute to an educated citizenry by developing students who are culturally competent, prepared to lead enriched and fulfilling lives, and have the knowledge, skills, and aptitudes that align with the workforce of the future.

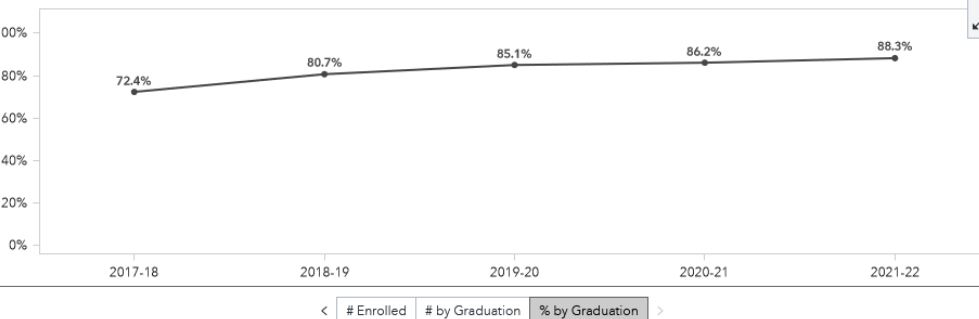
Initiatives	2022	2027 Goal
FTIC Freshman Retention Rate ¹	92%	93%
FTIC 4-year Graduation Rate ^{1,2,3}	50%	65%
FTIC 6-year Graduation Rate ^{1,2,3}	74%	76%
FTIC Pell Recipient 6-year Graduation Rate ^{2,3}	71%	76%
FCS AA 2-year Graduation Rate ^{1,2}	32%	50%
Percentage of Graduating Students With HIP Experience ⁴	86%	100%
Undergraduate Class Size Index Rank ⁵	379	275
Percentage of Graduates Enrolled or Employed (\$30,000) ²	63%	70%
Percentage of Graduates Without Fed. Student Loan Debt ⁵	54%	60%

Summary of High Impact Practice (HIP) Experiences

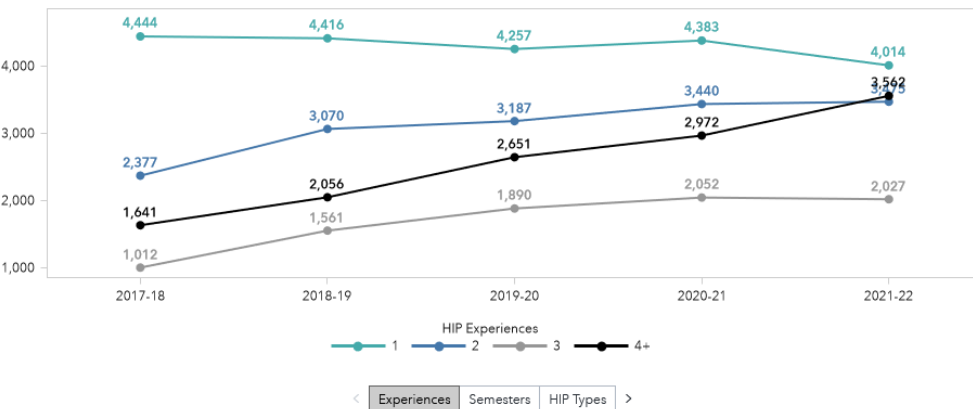
Select College ▼ Select Plan ▼ UCF Downtown Major ▼

This summary includes only undergraduate students participating in HIP experiences. Other dashboards in the HIP collection may include graduate student data.
2020-21 Undergraduate Research data will not be available until late 2022.
Data Last Updated: Monday, August 8, 2022 10:16:49 AM

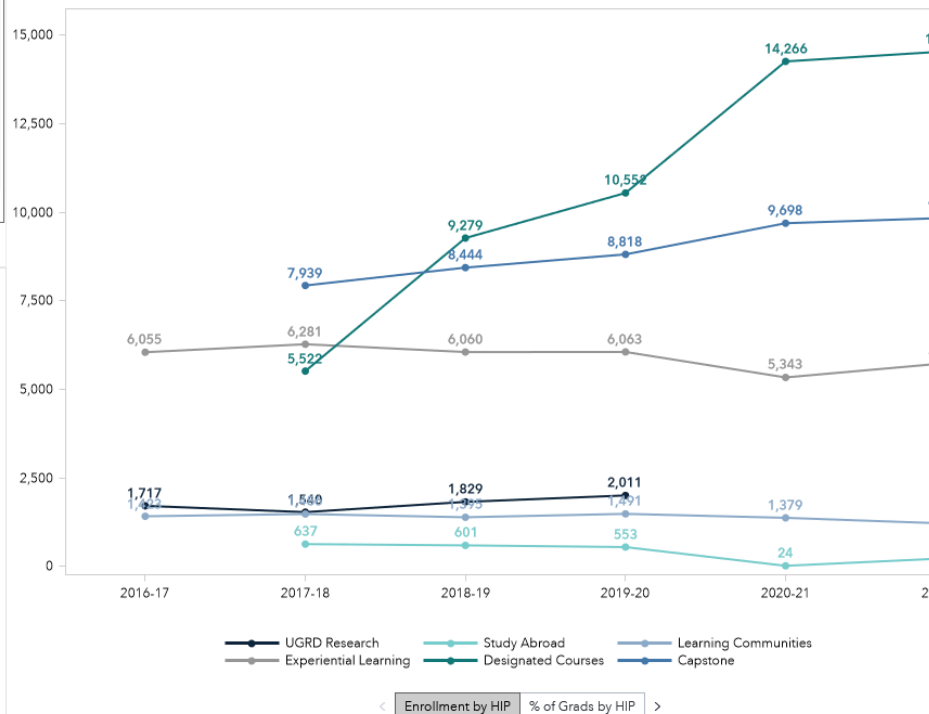
Percent of Undergraduates who Took at Least One HIP by Graduation



Total Undergraduates by Number of HIP Experiences by Grad Year



Undergraduate Enrollment by HIP Experience and Academic Year



Faculty are the KEY to HIPs

Building Your Portfolio

TEACHING

- Apply for HIP Course Designations (and assessment of these courses)
- Apply for Faculty-Led, Study Abroad
- Lead Internships and Mentor Undergraduate Researchers

RESEARCH

- Post Positions for Student Support
- Request Student Research Mentorship Reports
- Letters of Support for Grants/Projects
- Collaborations

SERVICE

- Judge HIP Showcases
- Review Committees
- Support Committees

Note: Our teams can provide letters of support as appropriate, most service receives letter for portfolio, just reach out to the unit or HIP@ucf.edu

UCF Abroad

UCF Abroad provides access to high-impact, international experiences for students interested in studying or interning outside the United States as a portion of their degree program.

Exchange Programs

Faculty Led ('UCF-In' Programs)

Partner Programs

International Internships



Program Selection Criteria

Faculty Led
Program Proposal
Deadline April
2023!



Scan to
Learn More!

Main Hub UCF Barcelona Center Program Summer 2023 – Now expanded!

- Health Sciences
- Spanish Language
- Kinesiology
- Psychology
- Math



Experiential Learning



Location: CSEL Building on Memory Mall

Email: oel@ucf.edu

Website: explearning.ucf.edu

Phone: 407-823-5000

Services

- Internship Advising
- Internship Credit
- Resume & Cover Letter Review
- Interview Preparation
- Workshops and Employer Events
- Knights of Distinction Program
- Job Shadow Program
- Service-Learning

Resources

- Handshake

Support Experiential Learning

Internship Credit

- 0 – 3+ credits
- Online course
- Transcript notation S/U grade
- 100+ hours of work per semester for 0-credit
- 135 hours of work for 1-3 credits

Internship Reporting

UCF tracks internship experiences, which helps the University grow, and meet key metrics.

Encourage students to report their internship through Handshake.

Collaborations

- Promote services, resources, and programs
- Invite EL Team to department events/meetings
- Class Presentations
- Class Assignments

Internship Fair

In-Person: Wednesday, October 26



Office of Undergraduate Research

TEACHING

- Directed Independent Research
If you are mentoring a student working on a research project, you can sign them up for a 4912 course for 0-3 credits.
- Research Intensive Course Designation
Courses that requires students to engage with the research process can be designated as 'Research Intensive'

RESEARCH

- Database of Research Positions for Students
An online database where faculty and graduate students can post the research opportunities for undergraduates.
- Support for PI's applying to NSF REU's and Supporting Current NSF REU's.

SERVICE

- Specialist faculty reviewers are needed to evaluate undergraduate grant applications, judge poster presentations at the Student Scholar Symposium in March review articles submitted to the *Pegasus Review*, UCF's undergraduate research journal
- The Undergraduate Research Council (URC)
 - Faculty representatives from each academic departments and staff from supporting offices.



Office of Undergraduate Research

RECOGNITION AND PROMOTION

- OUR oversees the Mentor of the Year Award, Champion of Undergraduate Research Awards, and other Awards recognizing excellent mentorship
- For a report on your recorded mentorship of undergraduate researchers (theses chaired, 4912 classes taught, etc) just e-mail our@ucf.edu or alison.hudson@ucf.edu.

FUND STUDENTS

- Equipment Grants
 - Funding tools, materials, software, books, travel to conduct research and more
- Conference Travel Grants
 - Funding students to travel to present their research
- Summer Undergraduate Research Fellowship
 - Student receive a scholarship for the summer semester while they embark on mentored research projects
- Federal Work Study

OTHER OUR RESOURCES FOR YOUR STUDENTS

- Student Scholar Symposium – March 27-28, 2023
- The Pegasus Review: UCF's Undergraduate Research Journal

Research Year	Research Term	Research Term Descr	Research Program	Research Program Descr	Student ID	Student First Name	Student Last Name	Student College	Student Department	Student Major
2008-2010	1380	Spring 2010	PAID-ORC	Office of Research and Commercialization (External Grants)				College of Sciences	Mathematics	Mathematics BS
2008-2010	1380	Spring 2010	RAMP-AAP	Research and Mentoring Program-Academic Advancement Programs				College of Sciences	Mathematics	Mathematics BS
2008-2010	1380	Spring 2010	SURE-OUR	Showcase of Undergraduate Research Excellence-Office of Undergraduate Research				College of Sciences	Mathematics	Mathematics BS
2013-2014	1480	Summer 2013	OUROPP	Office of Undergraduate Research Opportunities (Grant, SURF, Travel)				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
2013-2014	1480	Fall 2013	HIM-BHC	Honors in the Major- Burnett Honors College				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
2013-2014	1480	Fall 2013	MCNAIR-AAP	Ronald E. McNair Scholars Program-Academic Advancement Programs				College of Sciences	Mathematics	Mathematics BS
2013-2014	1500	Spring 2014	DIR	Directed Independent Research				College of Sciences	Physics	Physics BS
2013-2014	1500	Spring 2014	HIM-BHC	Honors in the Major- Burnett Honors College				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
2013-2014	1500	Spring 2014	MCNAIR-AAP	Ronald E. McNair Scholars Program-Academic Advancement Programs				College of Sciences	Mathematics	Mathematics BS
2013-2014	1500	Spring 2014	SURE-OUR	Showcase of Undergraduate Research Excellence-Office of Undergraduate Research				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
2013-2014	1500	Spring 2014	SURE-OUR	Showcase of Undergraduate Research Excellence-Office of Undergraduate Research				College of Sciences	Mathematics	Mathematics BS
2013-2014	1500	Spring 2014	TRAVEL-OUR	Travel Awards- Office of Undergraduate Research				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
			HC	Burnett Research Scholars- Burnett Honors College				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
				Directed Independent Research				College of Engr & Comp Sci	Mechanical & Aerospace Engr	Mechanical Engineering BSME
			AAP	Research and Mentoring Program-Academic Advancement Programs				College of Sciences	Mathematics	Mathematics BS
			AAP	Research and Mentoring Program-Academic Advancement Programs				College of Sciences	Mathematics	Mathematics BS
			AAP	Research and Mentoring Program-Academic Advancement Programs				College of Sciences	Mathematics	Mathematics BS



Scan to
Learn More!

High Impact Practice Course Designations



Benefits of HIP Designations

- Designations **document** the high impact practices in a course.
- Designations help faculty and student **convey academic rigor** (useful for job interviews, graduate school applications, TIP awards, etc.)
- Designations set **student expectations** for course rigor.
- Support UCF's strategic plan

Search for Classes

Institution

Term

Select at least 2 search criteria. Select Search to view your search results.

▼ Class Search

Subject

Course Number

Course Keyword

Course Career

Location

Special Course Group

▼ Additional Search Criteria

Meeting Start Time

Meeting End Time

Days of Week

Instructor Last Name

Instructor First Name

Textbook Title

Textbook Author

Syllabus

☐ Thurs ☐ Fri

☐ ?

☐ Gordon Rule Writing

☐ HIP - Capstone

☐ HIP - Global Learning

☒ HIP - Integrative Experience

☒ HIP - Research Intensive

☐ HIP - Service Learning

☐ HIP - Study Abroad Exchange

☐ HIP - UG Intrnshp, Clncl, Prct

☐ HIP -Study Abroad Short Term

☐ Honors Classes

☐ Link Classes

☐ Nursing Program Pre-Requisites

☐ Personalized Adaptive Learning

☐ Split level course

☐ State Course Classification

“Hands-on experience”

~IE Student

“a great experience and
you learn so much without
even knowing it”

~GL student

“Using real life
applications and not just
textbook examples”

~IE Student

“Learning how to write is one
thing, being able to research
and find information is a
completely different tool that
is arguably of more use.”

~RI Student

a “great way to get
involved in UCF and
the community”

~SL Student

*Hands down the
best classes I've
ever taken at
UCF”*

“everything I learned in
the course I was
able to use in real time
towards my career”

~IE student

“It’s great career preparation
and super fascinating”

~RI Student

“The experience is like no other.
It is completely worth the work.”

~IE Student

“Helps with real world
problems”

~IE Student, RI Student, SL
Student

“The opportunity to
engage in research at the
collegiate level is worth its
weight in gold”

~RI Student

From a survey of all HIP courses in Spring Semester 2022

The background of the slide is a close-up, slightly blurred photograph of several UCF award plaques. The plaques are dark with gold lettering and the UCF logo. They are arranged in a grid-like pattern, overlapping each other.

Benefits of HIP Designations: *An Awards Case Study*

Of the 45 faculty who have gone through the Research-Intensive application process:

- 18 (**40%**) have won at least one TIP
- 6 (**13.3%**) have won at least on RIA
- 30 (**66.7%** or 2/3) have won a UCF award

Of the remainder, 9 had not been at UCF long enough to apply for a TIP or RIA, etc

83.3% of eligible RI faculty have won a UCF award)

General HIP Review Criteria	3: Clear Evidence	2: Needs Clarification of Evidence	1: Little or No Evidence	Comments
1.1 Course Objectives Course objectives are well defined and meaningfully align with the chosen course designation. HIP assignments are clearly linked to course objectives.				
1.2 HIP Assignments Syllabus offers meaningful HIP assignments that meet course designation criteria. HIP assignments constitute 30% or more of the graded coursework.				
1.3 Assessment Plan HIP assignment(s) delineate easily comprehensible assessment criteria that connect to student learning outcomes.				

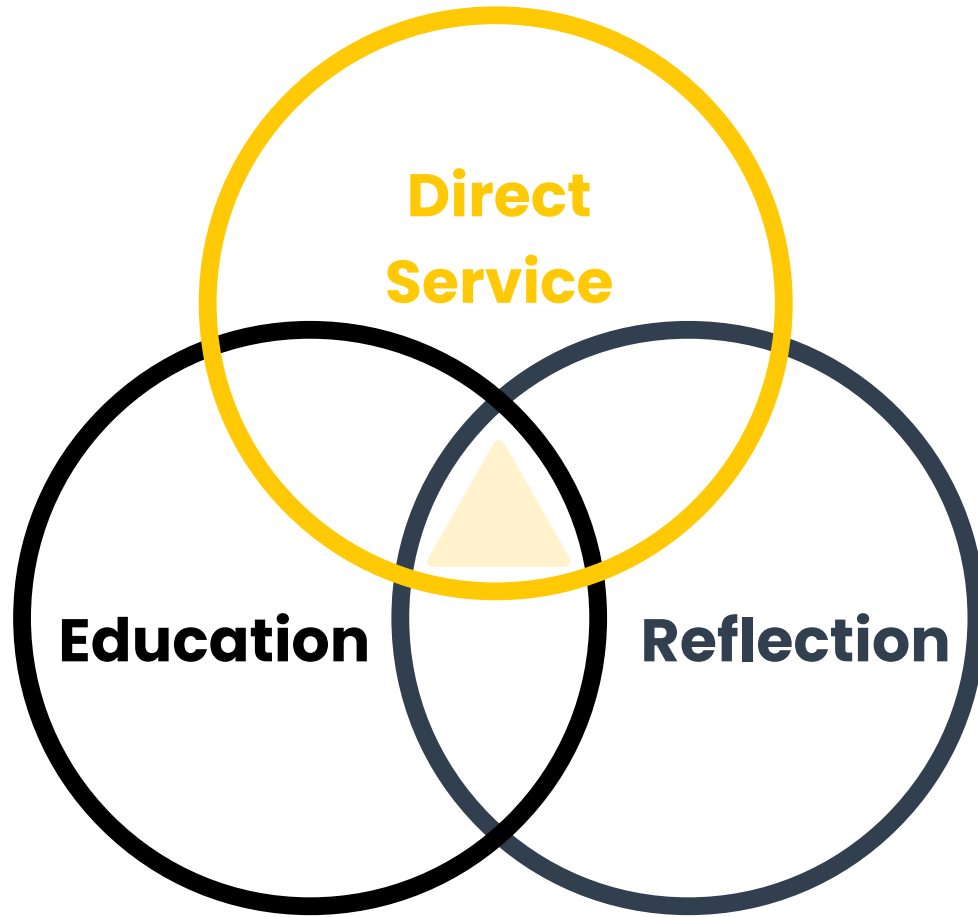
All designations have these three general criteria, plus specific evaluation criteria and deliverables.

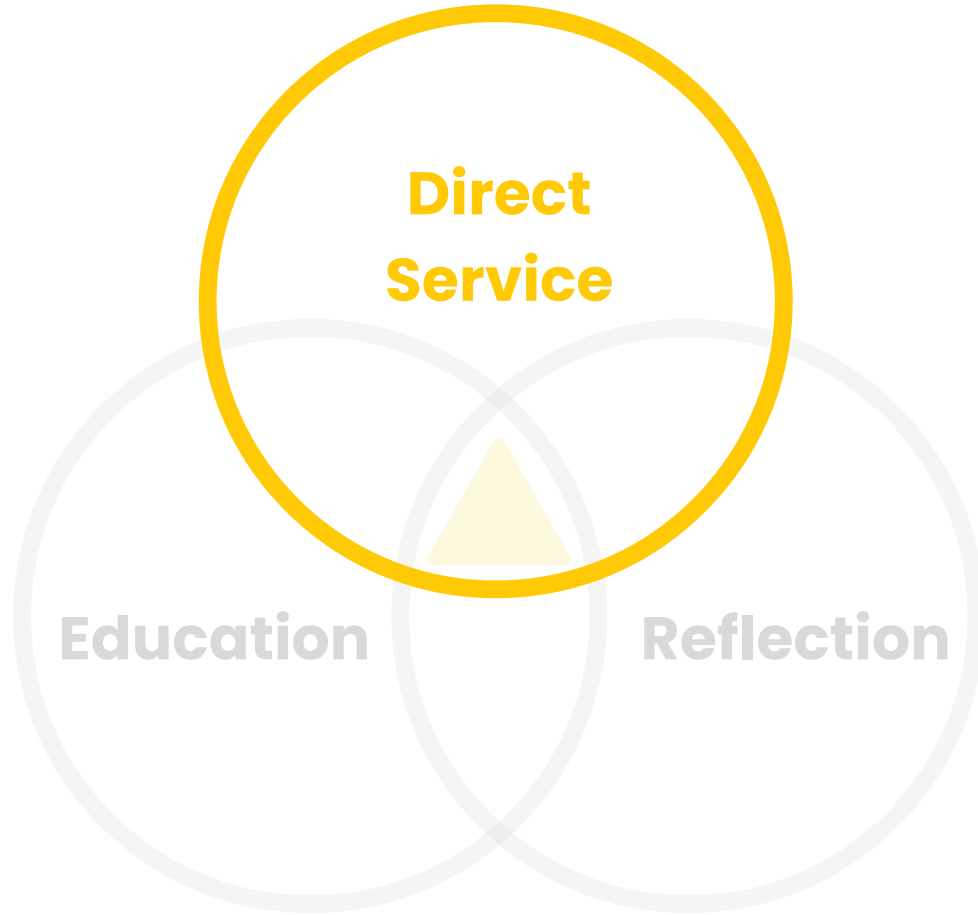


Service-Learning:

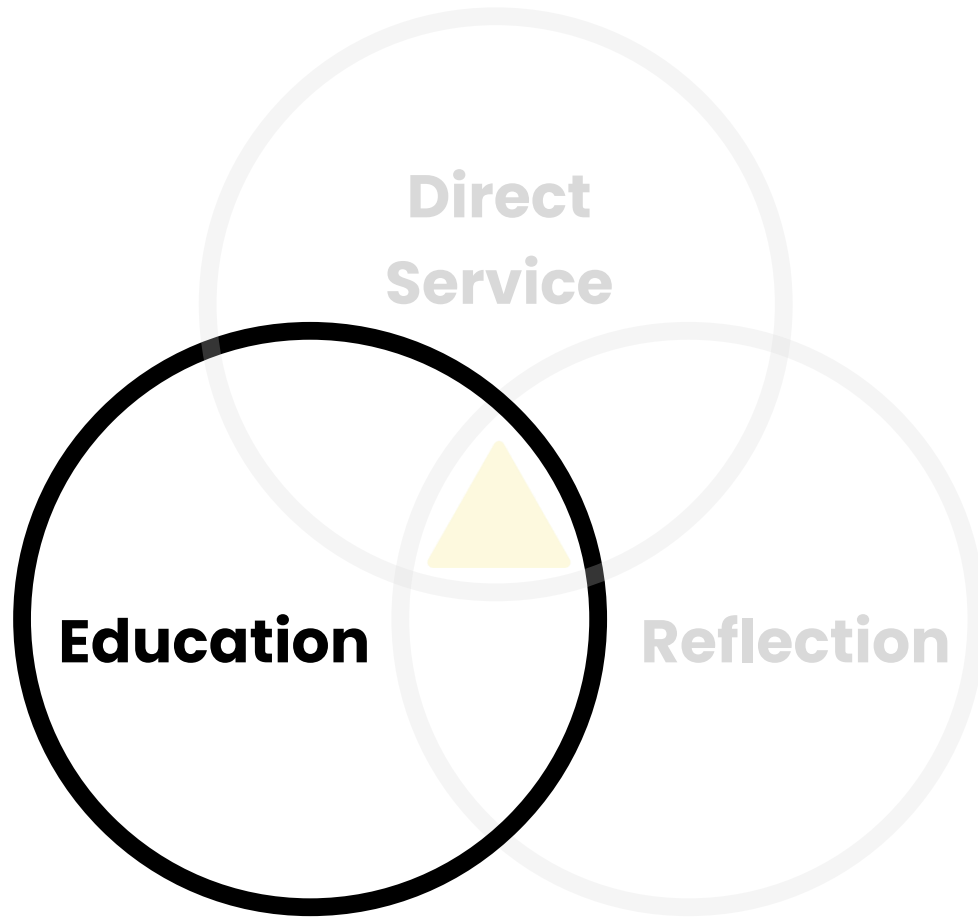
Learning out of the classroom by partnering with non-profits, public schools, government agencies, to work on philanthropic projects.

- Office of Experiential Learning
- Contact: oei@ucf.edu

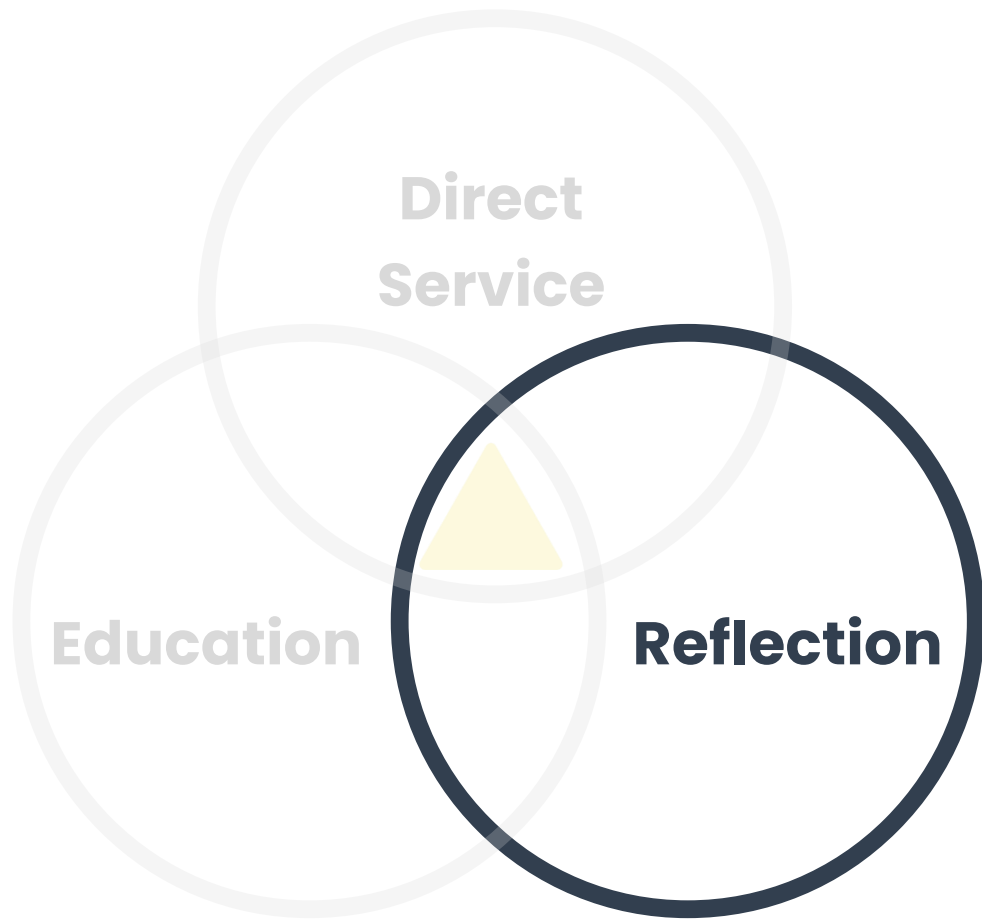




**Is a
community
need
that is being
addressed?**



**Is the
course
content
connected
to the service?**



**Are
students
being asked
to synthesize
service,
education,
and community immersion
through individual and/or
group reflection?**



Criteria: Service-Learning (SL)

- SL is aligned with course objectives
- Meaningful assignments
- Addresses a community need (campus, local, regional, global)
- Demonstrates a clear connection between the service activity and the course content
- Involves reciprocity between course and community that results in students' increased civic awareness and engagement
- Structured student reflection
- Collaboration with an appropriate agency representative
- At least 15 hours of student service to the community agency

General HIP Review Criteria	Yes	No	Comment
1.1 Course Objectives Course objectives are well defined and meaningfully align with the chosen course designation. HIP assignments are clearly linked to course objectives.			
1.2 HIP Assignments Syllabus offers meaningful HIP assignments that meet course designation criteria.			
1.3 Assessment HIP assignments delineate easily comprehensible assessment criteria that connect to student learning outcomes.			
Evaluation Criteria for SL designation. Students will:			
2.1 Work with one or more non-profit organizations, governmental agencies including public schools, philanthropic arms of for-profit organizations, or other initiatives approved by the S-L Course Evaluation Committee on a case-by-case basis.			
2.2 Address a need in the community (campus, local, regional, national, global).			
2.3 Demonstrate a clear connection between the service activity and the course content.			
2.4 Experience reciprocity between course and community that results in students' increased civic awareness and engagement.			
2.5 Participate in structured reflection.			
2.6 Collaborate with an appropriate agency representative.			
2.7 Template statement for service-learning has been included in the syllabus.			
2.8 Complete at least 15 hours of student service with the community agency.			



UCF SERVICE- LEARNING CERTIFICATE



Sample of service-learning course objectives/learning outcomes from Methods of Teaching Drama

Students will...

Service:

Work with community partners to develop and implement a short drama-based residency.

Facilitate activities appropriate to participants' cognitive and developmental levels.

Education:

Craft lesson and unit plans with CPALMS and National Core Arts Standards.

Reflection:

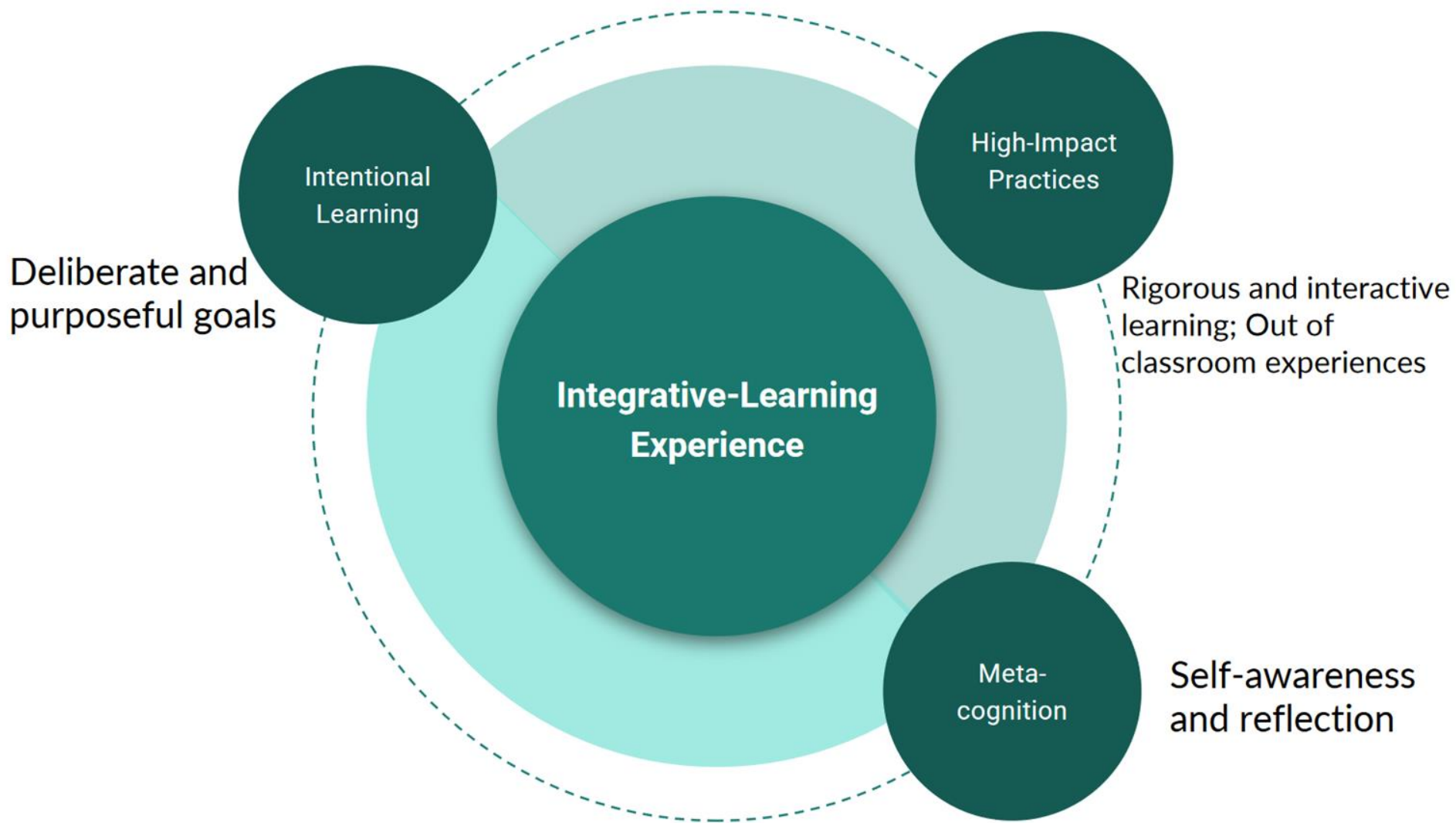
Reflect on facilitations with attention to the participants' experience and one's effectiveness as a teacher/leader.



Integrative-Learning Experience:

Students have a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. IE courses have three core elements: intentional learning, high-impact practices, and metacognition.

- Office of Experiential Learning
- Contact: oel@ucf.edu



IE Rubric

General HIP Review Criteria	3: Clear Evidence	2: Needs Clarification of Evidence	1: Little or No Evidence	Comments
1.1 Course Objectives Course objectives are well defined and meaningfully align with the chosen course designation. HIP assignments are clearly linked to course objectives.				
1.2 HIP Assignments Syllabus offers meaningful HIP assignments that meet course designation criteria. HIP assignments constitute 30% or more of the graded coursework.				
1.3 Assessment Plan HIP assignment(s) delineate easily comprehensible assessment criteria that connect to student learning outcomes.				

Note: Integrative-Learning Experience courses must contain all six of the following criteria, though faculty may choose to focus primarily on one or two, with secondary focus on the others.

	Connection to Experience	Structured assignments that allow students to connect prior academic or lived experiences to course content, and to develop a personalized integrative-learning plan to meet academic and/or professional goals.
2.2	Transfer	Assignments require students to adapt and apply discipline-specific and/or transferrable skills, abilities, theories, or methodologies to solve difficult problems or explore complex issues .
2.3	Connection to Discipline	Assignments connect core knowledge and skills of the course to real-world professional contexts, civic contexts, or knowledge gained from other fields of study.
2.4	Diversity	Assignments require students to critically examine different perspectives (e.g., cultural, disciplinary, and ethical).
2.5	Integrated Communication	Assignments require students to communicate knowledge gained in the course through a thoughtful and cohesive combination of visual, written, oral, and/or digital presentation , to an audience within and/or beyond the university.
2.6	Reflection and Self-Assessment	Structured reflection assignments that connect past experiences to ongoing professional, civic, and/or academic goals .



Global Learning:

Students develop intercultural competencies through analysis of symbiotic, international systems and their impacts on humanity.

- UCF Global
- Contact: hip@ucf.edu

Global Learning Definition & Overall Objectives

Global Learning (GL) courses offer students a chance to **explore symbiotic, international systems** and their impacts on humanity from **multiple points of view**.

As it pertains to the world, it is inclusive and diverse in nature, it encapsulates forms of the previous elements:

- research pieces
- service learning
- community engagement
- interactive learning and it has a long impact on knowledge.

Global Learning Definition & Overall Objectives

AAC&U defines global learning as “a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people’s lives and the earth’s sustainability. Through global learning, students should:

- become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences,
- seek to understand how their actions affect both local and global communities, and
- address the world’s most pressing and enduring issues collaboratively and equitably.”

Global Learning Definition & Overall Objectives

GL courses at UCF will prepare students to ethically and collaboratively contribute to discussions about and finding solutions to issues faced by international organizations and the people impacted by their activities.

There are several academic activities that are central components of a GL course:

- **Intercultural competencies**—whereby students learn to think and act appropriately, and to communicate and work with people from different cultural backgrounds.
- **High-impact practices (HIPs)**—in which students participate in educational experiences that demand considerable time and effort, facilitate learning outside of the classroom, and require meaningful interactions with faculty and other students.
- **Metacognition**—in which students develop self-awareness and the ability to reflect and learn from their experiences.

Global Learning Coursework may take Different Shapes

e-portfolios

research papers

community projects

virtual partnerships

co-curricular collaborations





Research-Intensive:

These courses feature curriculum-based, active engagement in a guided line of inquiry (that adheres to some aspect of the research process or scholarship production) and includes a research-based deliverable.

- Office of Undergraduate Research
- Contact: our@ucf.edu or alison.hudson@ucf.edu

Hallmarks of an RI Course

- **Content Knowledge**
- **Engagement in (and through) research**
 - Students conduct an organized investigation into a debated problem that involves collecting and/or analyzing data/sources
- **Final Research Deliverable**
 - Scaffolded, original project
 - Could be a proposal or the final product
 - Appropriate to the discipline
 - *HIP activities must make up 30% of the final grade*



Research-Intensive Syllabi

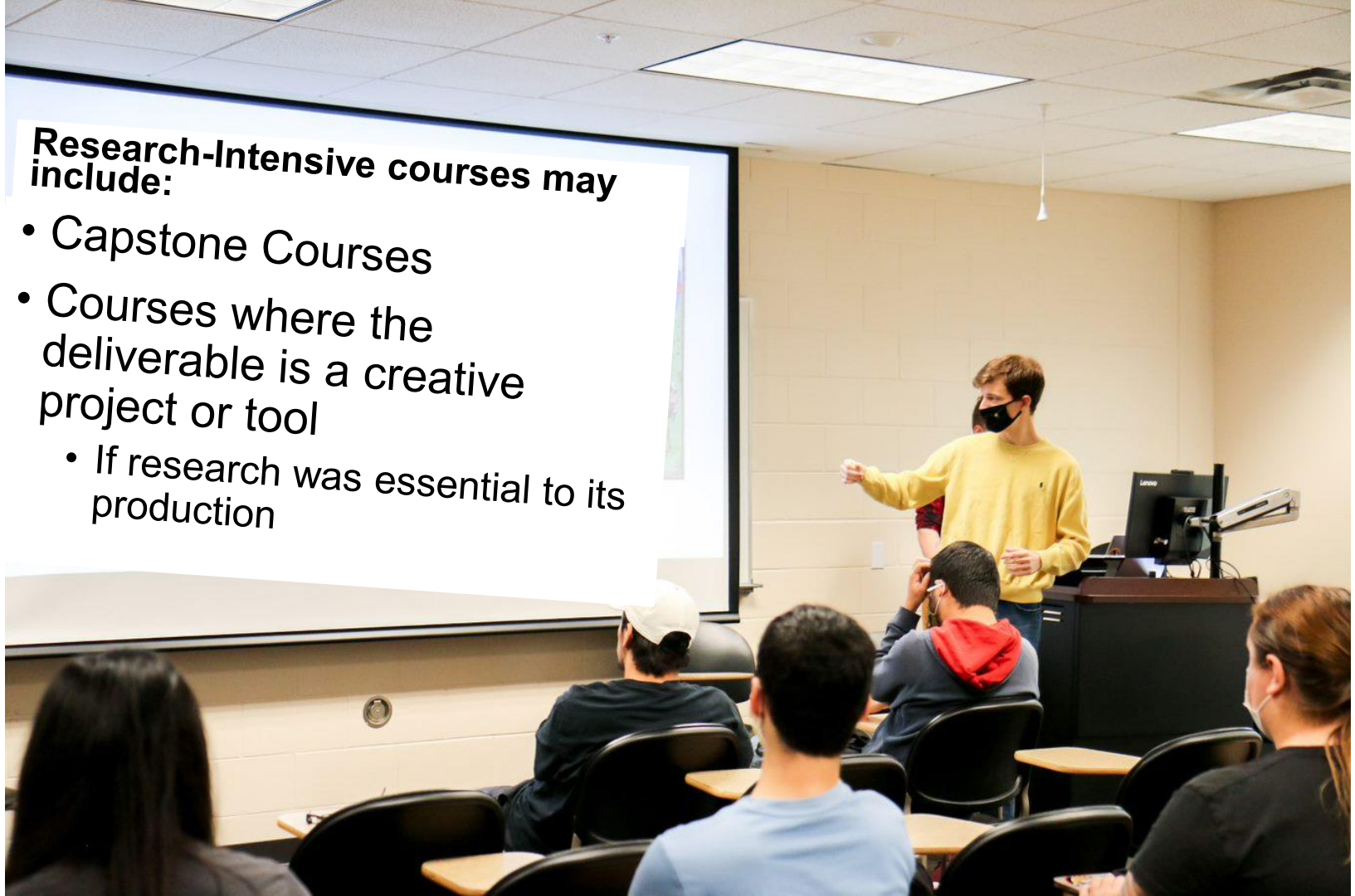
Goal: Demonstrate substantive engagement in the research process

- Must prove 4 of 5:
 - ☐ Evaluate and synthesize scholarly literature and relevant data
 - ☐ Formulate an original research question or objective
 - ☐ Develop and/or implement an appropriate methodology to address the research question(s)
 - ☐ Collect, review, and interpret data/sources
 - ☐ Communicate findings to peers and/or professionals in discipline-appropriate formats



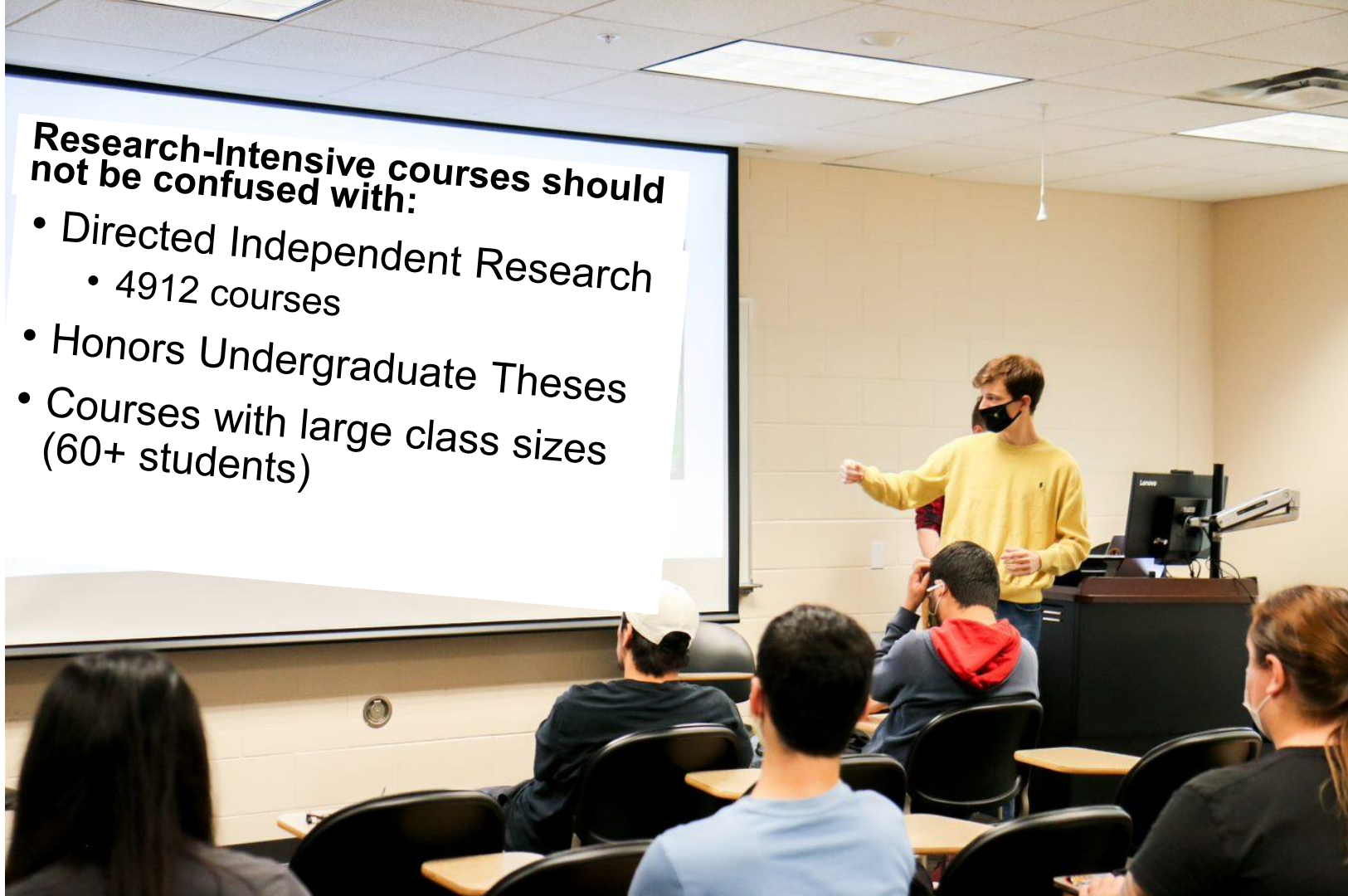
Research-Intensive courses may include:

- Capstone Courses
- Courses where the deliverable is a creative project or tool
 - If research was essential to its production



Research-Intensive courses should not be confused with:

- Directed Independent Research
 - 4912 courses
- Honors Undergraduate Theses
- Courses with large class sizes (60+ students)

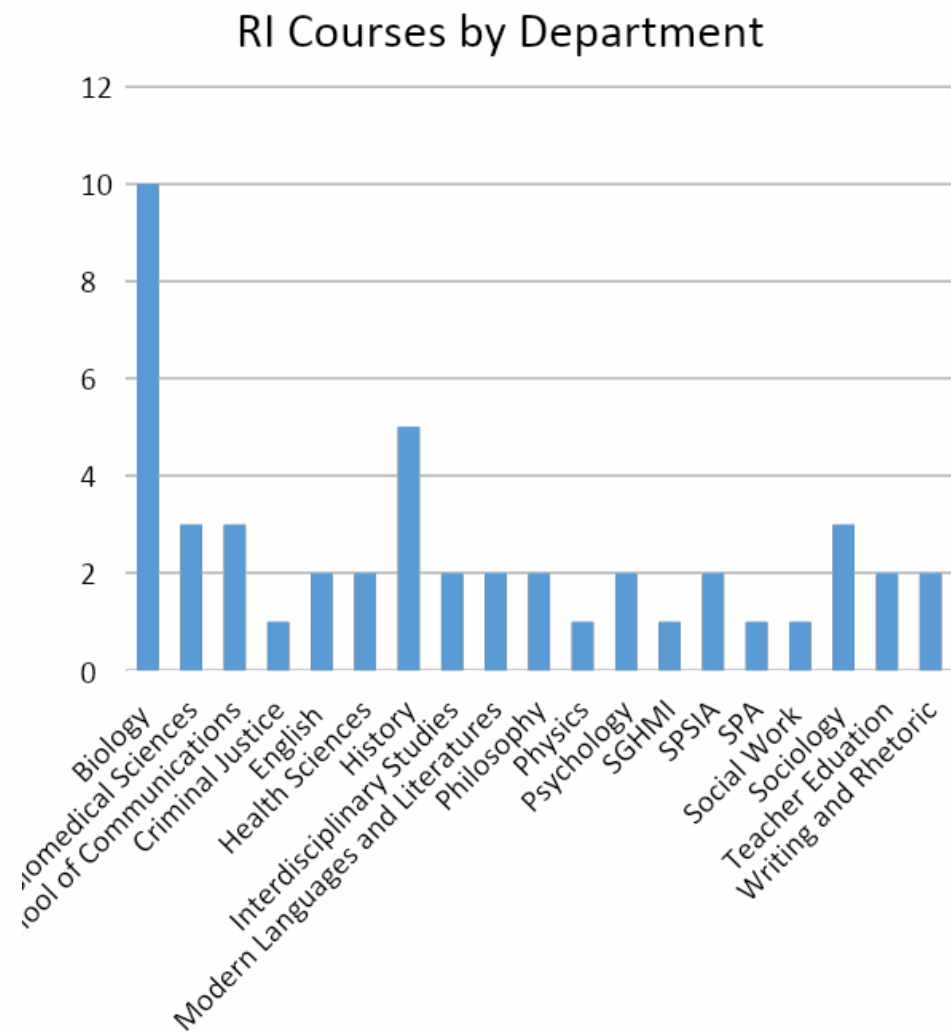


RI Courses by Level:

- **4000-level:** 29 courses
- **3000-level:** 17 courses
- **2000-level:** 0 courses
- **1000-level:** 1 course

Students involved in RI courses:

- **2018-2019:** 489
 - **2019-2020:** 813
 - **2020-2021:** 2411
 - **2021-2022:** 3141
-





Learn by doing:

- Students must engage substantively in a research process



Receive guidance:

- Feedback comes regularly from a content expert



Share results:

- Students should share their projects with faculty and/or other students at the end of the term

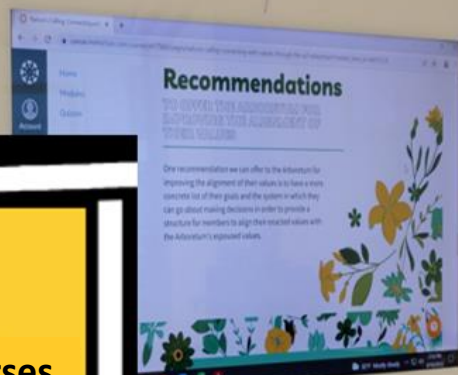
Amy Zeh

High Impact Practice Courses

**Student
Showcase**



UNIVERSITY OF CENTRAL FLORIDA
OFFICE OF EXPERIENTIAL LEARNING



Next Steps: How to Apply for a Course Designation

1. Contact

- Global Learning: Estrella Rodriguez (estrella.rodriguez@ucf.edu)
- Integrative Learning and Service Learning: Haley Winston (haley.winston@ucf.edu)
- Research Intensive: Alison Hudson (alison.hudson@ucf.edu)

2. Attach a Syllabus

- **Please highlight** (and label) the aspects of the syllabus that fulfill the requirements laid out in the relevant rubrics
- You may attach other items, but the committee tends to focus on the syllabus, and that is what the UCF administration will sign off on

3. Fill out the application form in Quali by fourth week of the semester

Next deadline: February 3



Course Designation Timetable

Meet with the
designation
coordinator



Submit your
course in
Kual



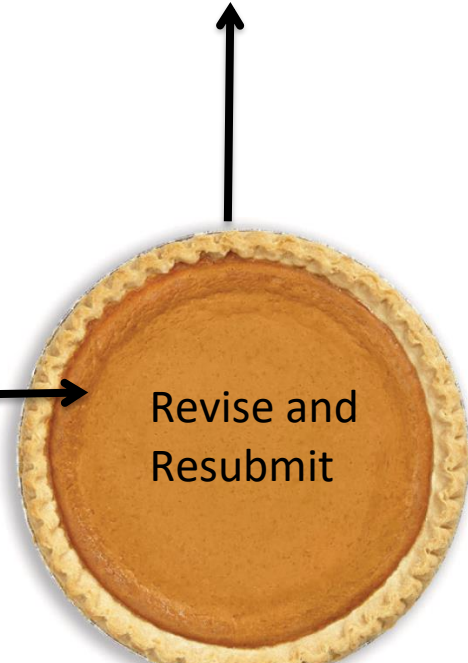
February
3

*Do this today in CB1 205,
from 12:30-2:00*



Review
Committee
Meeting

Sent to head of
department and
dean for approval



Revise and
Resubmit

Thank You

One-on-One Consultations
12:30-2 pm
CB1 201

General Questions:
HIP@ucf.edu

