WHAT'S NEXT

Integrative Learning for Professional and Civic Preparation

University of Central Florida

UCF

Quality Enhancement Plan 2016

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Executive Summary

IDENTIFYING A NEED

We recognize a twofold need at the University of Central Florida: first, we know from both national and university surveys that both students and employers perceive that a majority of students are not graduating with mastery of the cross-cutting skills—e.g., communication, problem-solving, ability to work in teams—that they need to succeed. In some cases, students who do possess these skills have difficulty articulating them effectively; second, we know that integrative learning helps to build these skills, and helps students reflect on and demonstrate those skills. For example, UCF College of Business Administration found a 34.8% increase in full-time employment rates at graduation between spring 2013 and summer 2015 after implementing a required four-semester integrative learning course sequence to prepare majors for the job market. This analysis has shown a concomitant decrease of 25.8% in the same time period of graduates who wished to work but did not have viable options (see Appendix A). However, we also know that many of our students do not have integrative learning experiences that would help them connect their academic coursework to their future goals. In UCF's 2015 Foundations of Excellence (FOE) Transfer Student Survey, for example, 60% of respondents rated as "moderate" or below the degree to which they had opportunities to interact with professionals in their chosen field, within and outside their coursework. In other words, we have pockets of integrative learning on campus, but these can and should be used as models to expand integrative learning opportunities for our undergraduates.

IMPORTANCE TO UCF AND THE COMMUNITY

UCF is the second largest university in the nation, with an undergraduate population of 54,513 (fall 2015). With thousands of graduates entering the workforce and their communities every year, we not only have a mandate, as articulated in the first of President Hitt's Five Goals for UCF—to provide the best undergraduate education in the state of Florida—we have a duty to our undergraduates and communities in the region and beyond to help our students become informed, effective citizens and productive professionals.

INTEGRATIVE LEARNING: A DEFINITION

Integrative learning enables students to acquire the supple and adaptive habits of mind that will enable them to successfully meet challenges, not just within the confines of the university, not just in the workplace, but in their civic and personal lives. The Association of American Colleges and Universities (AAC&U) and the Carnegie Foundation define integrative learning as *intentionally developing skills across multiple connected experiences and adapting these skills to new problem-solving contexts.* It is both a process and a capacity, and it might be understood as comprising three essential components: (1) **intentional learning**, whereby students set goals and plan their education deliberately and purposefully; (2) **high-impact practices (HIPs)**, which the National Survey on Student Engagement (NSSE) defines as "enriching educational experiences that … typically demand considerable time and effort, facilitate learning outside the classroom, require meaningful interactions with faculty and other students, encourage collaborations with diverse others, and provide frequent and substantive feedback"; (3) **metacognition**, in which students develop self-awareness and the ability to reflect on and learn

from their experiences, and to communicate their skills and knowledge effectively. The message of *What's Next* for our students is: **PLAN**, **CONNECT**, **REFLECT**.

VISION AND GOALS

The vision of *What's Next* is that UCF undergraduates will graduate with integrative learning experiences that foster important cross-cutting, transferrable knowledge and skills; that our students will graduate with the ability to persuasively articulate and demonstrate their skills; and that they will develop the capacity to transfer their skills and intentional learning strategies to new contexts. Consequently, graduates will be able to successfully enter and participate in the next steps of their professional and civic lives. In order to achieve this vision, *What's Next* has three specific goals that will increase students' access to and involvement in integrative learning:

- **Goal 1:** to increase guidance and support for students to become **intentional learners** and to learn to set goals;
- **Goal 2:** to increase **high-impact practices** in academic and co-curricular programs so that more of our students may participate in them;
- **Goal 3:** to increase the number of opportunities students have to engage in **metacognition**, to reflect on their knowledge and skills and to learn to advocate successfully for themselves.

STUDENT LEARNING OUTCOMES

The aforementioned institutional goals will support the following three student learning outcomes (SLOs), which are adapted from AAC&U's Integrative Learning VALUE rubric:

- **SLO 1:** *Students will be able to synthesize connections among academic knowledge, experiences, and skills to articulate an integrative learning plan based on their experiences in relation to their self-development and aspirations* (tied to Goal 1: intentional learning and goal-setting).
- **SLO 2:** *Students will be able to independently adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations in order to solve difficult problems or explore complex issues in original ways* (tied to Goal 2: high-impact practices and transfer of skills).
- **SLO 3:** *Students will be able to reflect critically on past experiences in order to envision a future self that builds on these experiences and to persuasively articulate knowledge, experiences, skills, and qualifications to diverse audiences both within and beyond the university* (tied to Goal 3: metacognition and self-advocacy).

ASSESSMENT

We will assess the effectiveness of *What's Next* on two registers: first, we will track the three student learning outcomes using

- Rubrics adapted from AAC&U's Integrative Learning VALUE rubric
- UCF rubrics and tests embedded in modules and developed by department faculty

Second, we will measure our success in meeting our three goals using:

- Survey data on career-readiness, student engagement in high-impact practices, and other related measures (NSSE, Graduating Senior, and First Destination Surveys)
- Pre/post-testing and other testing instruments

I. Institutional Process
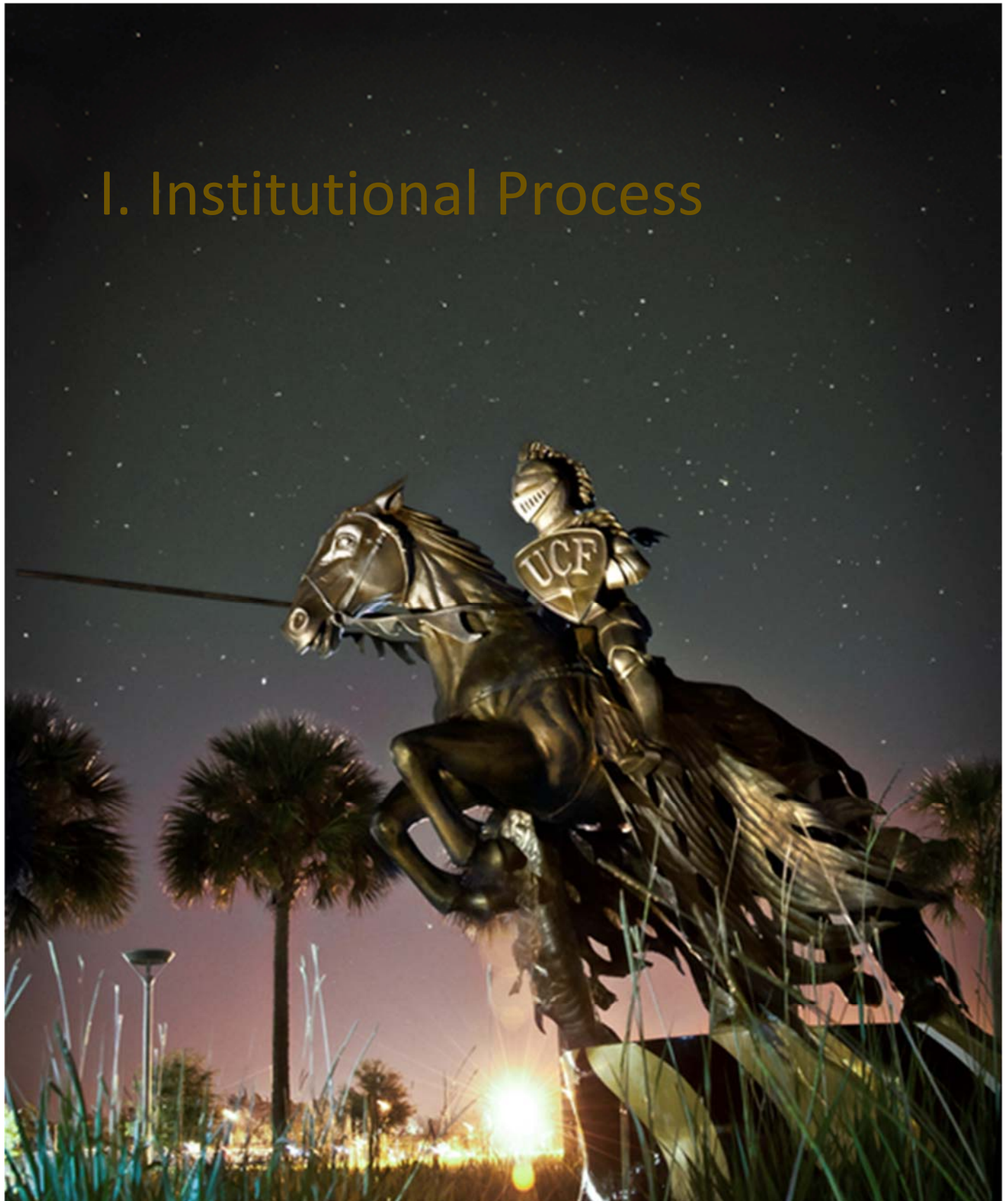
A. Where We Started: Our University and Students

The University of Central Florida is one of twelve member institutions in the State University System (SUS) of Florida. It is a large metropolitan research university, with an undergraduate enrollment of 54,513 and an overall enrollment of 63,002. It is classified as a Doctoral University: Highest Research Activity (categorized by SACSCOC as a Level 6 Institution) and also holds the Carnegie Community Engagement classification. As of February 2016, the university has awarded 284,923 degrees.

Students are primarily nonresidential, with 53.65% transfer students and 46.35% first-time in college (FTIC) students. 92% of our students are Florida residents. The average age of undergraduates is 23.9, and the student body is majority White (53%), with Hispanic/Latino the second largest demographic at 22%, and Black/African American the third largest at 11%. Undergraduate majors are split among 12 colleges, with the largest numbers in the College of Sciences (10,254), the College of Health and Public Affairs (8,323), the College of Engineering and Computer Science (8,238), and the College of Business Administration (8,130). 69% of UCF undergraduate students attend full time. For more information on UCF students and other current facts, see the UCF Factbook compiled by the Office of Institutional Knowledge Management.

In developing the QEP, a strategic decision was made to concentrate on the large number of undergraduate students, while anticipating that many of the interventions could also benefit graduate students. In selecting and modifying the *What's Next* topic and in developing the QEP budget, consideration was given to how integrative learning could be included in courses at all levels of the curriculum, in diverse disciplines, and in the various units of Student Development and Enrollment Services (SDES). The plan has been designed to reach both FTIC and transfer students through developed pathways (undergrad.ucf.edu/whatsnext) and through the development of online modules to reach distance learners and regional campus students.

B. Process Used to Develop *What's Next*

This section provides an overview of the phases of the QEP's development. Additional information including details of the phases below, meeting minutes, and names and titles of those participating in the process may also be found on the UCF Quality Enhancement Plan website.

- Phase One: Initial Planning
- Phase Two: Identifying a Viable Topic
- Phase Three: Shaping and Refining the Topic
- Phase Four: Publicizing the Topic, Augmenting the Plan, and Forming an Implementation Committee
- Phase Five: Laying the Groundwork for Implementation

Planning for this QEP began in the spring 2014 term, when the SACSCOC QEP Coordinating Team outlined the development process and assembled a QEP Planning and Development Committee.

i. Phase One: Initial Planning

Phase one involved soliciting the campus community for potential topics for the 2016 QEP. The QEP Planning and Development Committee met regularly during the summer and into September of 2014 to consider and discuss potential topics. This committee comprised 33 members, including the Coordinating Team and representatives from the academic colleges, UCF Libraries, Faculty Senate, Student Government Association (SGA), Regional Campuses, Experiential Learning, Student Development and Enrollment Services (SDES) (including Career Services and the Office of Student Involvement), the Center for Distributed Learning (CDL), Institutional Knowledge Management (IKM), Operational Excellence and Assessment Support (OEAS), UCF Alumni, and an area employer (see Appendix B for a list of Coordinating Team, Leadership Team, and Planning and Development Team members). Initial meetings reviewed SACSCOC guidelines, university and state priorities, the successes and challenges of the previous QEP (Information Fluency), as evidenced by its assessments, and other UCF assessment processes and instruments (e.g., Graduating Student Survey).

As part of the SACSCOC reaffirmation of accreditation process, the QEP Coordinating Team met with various groups on campus such as the Faculty Senate, the Board of Trustees, the Deans, Directors, and Chairs, and listening groups of faculty, staff, and students to discuss the QEP as a key component of UCF's accreditation. In early summer 2014, the committee created a website, containing resources and FAQs, to solicit topic ideas from the campus community. Calls for topic ideas were also made through campus-wide email and the various units represented by the Planning and Development Team. Through the website and the QEP@ucf.edu email address, 19 topics were suggested by various stakeholders including faculty, staff, students, administrators, alumni, and employers. Each topic was vetted by the committee using a rubric with clear criteria, which included: (1) congruence with UCF's mission, goals, and strategic plan; (2) level of need and relevance to undergraduate students and the larger UCF community; (3) focused but scalable topic; and, (4) potential avenues for implementation. Each topic was discussed by the committee, and the Planning and Development team selected six topics to move forward into fuller concept papers following a template developed by the committee and the QEP office. These concept papers were developed by work groups consisting of committee members, community members, and additional UCF faculty, staff, and administrators. Some working groups were asked to combine multiple submitted topics into a concept paper, and all work groups were given feedback from the full Planning and Development Committee. The titles of the six concept papers were:

- Bridging the Gap to Student Success: Fostering Workforce Readiness
- Connect, Reflect, Project: Communication for Career Preparation
- Enhanced Student Engagement
- Foundations for Success: Financial Literacy as a Means to Success
- UCF: YES! (Y)our (E)ssential (S)kills to Career Readiness
- uC^{4}f: Creativity + Critical Thinking + Communication + Collaboration → Future Career

ii. Phase Two: Identifying a Viable Topic

Phase two generated UCF stakeholders' feedback about the six concepts papers and used this feedback to identify a viable topic.

The completed and edited concept papers were placed on the QEP website and distributed in the *Faculty Focus* newsletter (delivered to all UCF faculty members including adjunct personnel) for consideration by the UCF community. The QEP Coordinating Team developed and launched a Qualtrics survey for stakeholder input.

The Coordinating Team also held ten listening groups to supplement the data gathered from the survey. Each listening group lasted approximately 90 minutes; three were for students, four were for faculty and staff, and one was for all stakeholders as an electronic town hall. Additionally, the UCF Alumni Association sponsored a listening group with alumni, and Career Services and Experiential Learning coordinated to host a listening group for employers. The QEP Coordinating Team also asked a committee of Pegasus Professors (professors who have received the university's highest accolades for achievement in research and/or teaching) to evaluate and provide input about the concept papers.

The Coordinating Team analyzed and reported the Qualtrics survey results to the Planning and Development Team, which incorporated this information into its evaluation of the concept papers. Criteria used in evaluation by the community and Planning and Development Committee echoed those used in the topic-vetting phase, with additional emphases on potential to improve student learning, feasibility given existing resources and budget parameters, and capacity to assess student learning outcomes and improvement.

Based on the survey, listening group feedback, and the evaluation of the Planning and Development Committee, the QEP Coordinating Team combined elements of several concept papers into a common topic on professional and civic preparation through curricular and co-curricular involvement and career-oriented learning experiences. A team of nine academic and student development representatives, led by the QEP Coordinating Team and including Planning and Development Committee members, attended a Florida Campus Compact Engagement Academy to further shape the new combined topic. This group identified integrative learning as a guiding concept for the topic and worked to connect integrative learning to student planning and preparation for "what's next" after graduation.

iii. Phase Three: Shaping and Refining the Topic

After the work at the Engagement Academy, the QEP Coordinating Team researched integrative learning and other elements of the QEP topic proposal, examining scholarship and best practices, meeting with campus and external specialists, reading other universities' QEP proposals with similar topics, reviewing related campus programming and assessment, and investigating potential actions and resources. From this work, the QEP proposal was refined to share with the Planning and Development Committee, the vice president of SDES, the vice provost for Academic Program Quality, and the provost. Members of the QEP Coordinating Team met with these administrators in March and April 2015 (including twice with the provost) to get their input and make revisions.

The revised proposal was then approved by the provost for submission to President John C. Hitt. The topic of *What's Next: Integrative Learning for Professional and Civic Preparation* was approved by the UCF administration in April 2015 after the co-chair of the QEP Coordinating Team and the Vice Provost for Academic Program Quality presented the QEP proposal to the President's Leadership Team.

iv. Phase Four: Publicizing the Topic, Augmenting the Plan, and Forming an Implementation Committee

While phases one through three established a framework and proposal for the QEP topic, phase four involved publicizing this topic, augmenting and refining a fuller plan to be presented to SACSCOC, selecting a QEP director, and forming a QEP Advisory Board (see Appendix B).

In April 2015, the QEP topic was given a "soft launch" at a special session of the Summer Faculty Development Conference sponsored by the Karen L. Smith Faculty Center for Teaching and Learning (FCTL). During this session, members of the QEP Coordinating Team presented an overview of the topic and its proposed student learning outcomes to the faculty attendees, who expressed enthusiastic interest and offered suggestions for potential pilot projects. The QEP topic was presented to the full campus community via the *Faculty Focus* newsletter, website, and email from the Office of the Provost and Executive Vice President, and other means in the fall 2015 and spring 2016 terms.

Also in April 2015, the interim vice provost for Teaching and Learning and the vice provost for Academic Program Quality named faculty member Dr. Anna Maria Jones as the QEP director. In July and August, the QEP Coordinating Team solicited feedback about the emerging plan from our SACSCOC representative and other expert advisors. This work has involved research of relevant scholarship and best practices; refinement of the student learning outcomes, specific interventions, and assessment mechanisms; development of a multiyear implementation timeline, budget, and management structure; and planning ways to further publicize the QEP.

In fall 2015 and spring 2016, the QEP director and coordinator met with leaders of key units that will be vital to the QEP's success. The leadership team also worked with UCF Marketing and Communications to develop a marketing campaign and worked with a web designer to create a student-facing *What's Next* website.

v. Phase Five: Laying the Groundwork for Implementation

This phase, which continued during the fall 2015 and spring 2016 terms, involved further preparing a detailed implementation plan, including designing preliminary assessment measures and recruiting faculty and staff, from both academic programs and Student Development and Enrollment Services to run pilot projects that will provide the QEP with models and preliminary assessment data. The QEP leadership team developed an implementation matrix of actions to be taken, action objectives, persons responsible, deliverables, outcomes and specific measures, budget, and timeline. They worked with other campus leaders to determine precisely how other, related initiatives (with separate oversight and funding streams) will be developed in concert with the QEP.

C. *What's Next* Fits with UCF's Mission, Goals, and Strategic Plan

What's Next serves UCF's mission both locally and nationally. The university under President Hitt's leadership has emphasized excellence in undergraduate education, and the university's strategic plan reflects this commitment. More recently, UCF in partnership with other universities—within the state of Florida, as a founding member of the Florida Consortium of Metropolitan Research Universities, and nationally, as a founding member of the University Innovation Alliance—has heightened its focus on providing accessible education that will prepare students to contribute economically and civically when they graduate.

i. President Hitt's Visionary Goal for Undergraduate Education and UCF's Mission

The first of President Hitt's five visionary goals is to offer the best undergraduate education in the state of Florida. The State University System Board of Governors and other state policy makers have pointed to career preparation as an important dimension of this education, as indicated in Florida's performance-based funding metrics, some of which focus on employment outcomes. Additionally, UCF's mission of "anchoring the Central Florida city-state in meeting its economic, cultural, intellectual, environmental, and societal needs" extends beyond workforce development to include the development of citizens who engage with and contribute to their communities. Indeed, the university's work toward its mission of developing an engaged citizenry has been recognized in a renewed "Community Engagement" classification by the Carnegie Foundation for the Advancement of Teaching. This QEP will align with these commitments to enhance the preparation of the approximately 15,000 graduates a year to be engaged, effective citizens and professionals.

ii. UCF's Strategic Plan and the 2016 QEP

From the very first planning stages in 2014, the QEP Planning and Development Committee referred to UCF's strategic plan, along with the president's five goals, UCF's mission statement and values, and the SACSCOC QEP rubric in developing and vetting the QEP. The university's strategic plan—which arises out of the university's mission statement and the president's five goals for UCF—is likewise guided by the Florida Board of Governor's Strategic Plan and the associated planning and accountability processes. Strategic planning efforts are coordinated by university leadership and the UCF Board of Trustees who maintain a Strategic Planning Committee that works with the university-level Strategic Planning Council. The current strategic plan was developed into a strategy map so it would be easy to understand and implement across campus. The sections of the map include mission and goals, outcomes, and strategic initiatives (see Appendix C).

The strategy map contains areas of focus that *What's Next* directly addresses, such as educated citizenry and community impact. In the area of educated citizenry, for example, the strategic plan highlights civic engagement, oral and written communication skills, and information fluency as important. Additionally, the map underscores the centrality of career enhancement, leadership, and volunteerism to community impact.

The portion of the strategic plan most relevant to this QEP can be found in the "Strategic Initiatives" section under "Undergraduate Excellence." This initiative is to "Promote student engagement that infuses real-world experiences and community involvement into academic learning"—in short, integrative learning is at the heart of UCF's vision of itself and its future.

REVISING THE STRATEGIC PLAN

Because strategic planning is viewed as an interactive and evolving process, UCF's strategic plan is reviewed and refined on a regular basis by the university's leadership team. UCF's Strategic Planning Council conducts the review, and proposed changes are shared with the Faculty Senate and university vice presidents for input before approval by the president and the Board of Trustees. During the QEP planning process the university announced a comprehensive review of the strategic plan. A new strategic planning process is currently underway which will set the university's trajectory for the next 20 years; however, one of the first decisions in this planning process was that President's Hitt's five goals would continue to serve, without revision, as the guiding principles of the new plan. To ensure that *What's Next* continues to align with UCF's new strategic plan, the QEP Leadership Team met with the associate provost in charge of coordinating the plan's changes, and many of the QEP Advisory Board members have participated in stakeholder meetings.

iii. UCF's Work Plan and the QEP

Additionally, the Florida Board of Governors (BOG) requires each university to develop an annual institutional work plan that must be approved by the BOG and the university's board of trustees. The work plan articulates how UCF contributes to the State University System's overall vision within the dual frameworks of the system's strategic plan and the university's strategic plan. UCF's work plan functions as an annual review and update—or direct extension—of its strategic plan. A key metric in the 2015 Work Plan for UCF is the percentage of graduates employed full time or continuing their education within the U.S. one year after graduation. This metric is directly related to the goals and student learning outcomes of the QEP and is based on data from the State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and the National Student Clearinghouse (NSC).

Baseline data for the metric from 2012–13 show that 74% of UCF bachelor's graduates are employed full time or continuing their education within the U.S. one year after graduation. UCF's goal for 2019 (which will be based on data from 2016–17) is 77%. This metric is an important indicator for the 2016 QEP.

iv. *What's Next* Serves UCF's Broad Initiatives

While UCF reaffirms its commitment to the president's five visionary goals and undertakes the process of revising the strategic plan, the university is also part of several larger initiatives that, similarly, underscore the relevance of this QEP's focus on integrative learning for professional and civic preparation.

The Florida Consortium of Metropolitan Research Universities was co-founded by UCF, the University of South Florida (USF), and Florida International University (FIU) to better prepare

graduating students "to contribute to our state's economic and civic life," primarily through career development and experiential learning ("Florida" 25). Importantly, this goal extends beyond students' first jobs to "meaningful personal and career development across a lifetime" (25).

Along with ten other large public research universities, UCF is a founding member of the University Innovation Alliance, whose mission is "to make high-quality, empowering college degrees accessible to a diverse body of students at a cost that working and middle class families can afford" (*University* 4–5). One of the challenges of the next-generation American university represented by this consortium is to balance the goals of broadening student access and prioritizing individual student success. This QEP will help the university achieve such a balance by engaging a broad array of students around personalized pathways that help them develop as well-rounded citizens and prepare them for postgraduate success.

In December 2015 Florida Governor Rick Scott issued his Ready, Set, Work Challenge to state-funded universities: to get 100% of their graduates (not going on to graduate school) full-time employment within a year for those receiving each university's two most popular degrees (for UCF these are Nursing and Psychology). This QEP's focus on professional and civic preparation will help to ensure that UCF "hits the ground running" as we accept the governor's challenge. With the QEP director and members of the QEP Advisory Board also serving on the Ready, Set, Work Taskforce, these two closely aligned initiatives will be able to share information and work efficiently together on career-readiness interventions.

D. *What's Next* Developed Naturally from UCF's 2006 QEP

What if? A Foundation for Information Fluency was UCF's 2006 Quality Enhancement Plan. In the 2005 proposal was the following statement:

> One of the most critical academic challenges for the twenty-first century is educating students to navigate competently through an abundance of information choices. The ability to function effectively in an information-rich environment demands fluency in technology and information, mediated by critical thinking. Information fluency is the ability to know when information is needed and to be able to effectively locate and communicate that information—in other words, to gather, evaluate, and use information.

The Information Fluency initiative was a three-tiered approach to assist students, faculty, and staff in learning the concepts of information literacy, technology literacy, and critical thinking. As noted earlier, information fluency was included in the last strategic plan and strategy map.

The IF QEP was organized into three tiers--environment, engagement, and enhancement--which were designed, respectively (1) to implement university-wide environmental changes; (2) to effect medium-scale, program-level projects; and (3) to encourage small-scale enhancements such as developing a single course. Lessons learned from the implementation of this original QEP, as well as the assessments of its various projects, were foundational in choosing integrative learning for the next QEP. In particular, the distribution of resources between large-scale initiatives—which were overseen by QEP Leadership Team in coordination with other

partners with campus-wide reach, such as the UCF Libraries and the Center for Distributed Learning—and smaller program-level and individual projects—which are selected and funded through competitive awards programs—allowed the IF QEP to be both organized and flexible, to provide oversight while still allowing broader-reaching and more diverse participation than would have been possible with an entirely centralized or more narrowly focused plan. The 2016 QEP will adopt a similar structure. While the relevance of information fluency to many disciplines was one of the original QEP's strengths, it also created challenges for assessment. This 2016 QEP's topic of integrative learning could likewise lend itself to multiple interpretations and implementations; therefore, the QEP Leadership Team will provide uniformity and oversight by developing standardized assessment instruments that can be adapted to different projects and by working closely with project leaders to develop assessment plans.

E. Institutional and National Data Demonstrate Need

As previously noted, this QEP addresses two related gaps regarding graduating students' preparation: a gap between employer expectations of graduates and perceptions of graduates' preparation, and a gap between students' actual preparation (the skills and knowledge they possess) and their ability to persuasively articulate and demonstrate that preparation to employers and graduate schools. Several national surveys have pointed to the importance of career preparation in college but also have suggested that college graduates are not adequately prepared for the next steps of their careers. For example, 31% of respondents to a national employer survey sponsored by the *Chronicle of Higher Education* indicated that recent graduates are "unprepared" or "very unprepared" for their job search (*Role* 42). A report of surveys recently conducted for the AAC&U noted gaps between student and employer assessment of the students' career preparation, with employers rating this preparation substantially lower (Hart, *Falling*). In these surveys, "large majorities of employers do NOT feel that recent college graduates are well prepared," particularly in "applying knowledge and skills in real world settings" (11). A similar report of an employee survey likewise noted the importance of cross-cutting skills—including the ability to apply knowledge in real-world settings and the capacity for continued learning—to workplace success (Hart, *It* 1, 6). This national data has been reinforced by employer responses at the regional and local levels. A 2014 survey of 269 Central Florida companies—along with follow-up interviews and focus groups by CareerSource and the Florida High Tech Corridor Council—found that 61% reported difficulty finding and hiring skilled applicants, citing applicants' lack of technical and "soft" skills (e.g., motivation, communication, problem solving) ("Central" 4, 28). In follow-up interviews, companies' HR staff reported applicants' lack of professionalism and knowledge about the job and relevant skills (28). Employers partnering with UCF's Career Services have indicated that many students they interview could be better prepared and could better articulate their preparation in interviews and through their résumés and other job-search materials. These findings are supported by the information that the QEP Coordinating Team collected in the listening group sessions with both employers and alumni.

Surveys of graduates and students themselves have also indicated that they feel inadequately prepared. The report of a recent Gallup-Purdue national survey of college graduates found that career preparation in college made them "nearly three times as likely" to be engaged at work,

but that 29% strongly agreed that their education prepared them for life outside of college (*Great* 7). The report goes on to suggest why: only 6% of respondents strongly agreed that they had sustained job-related, extracurricular, *and* research-based engagement experiences (9). These findings, too, are supported by local data. Many UCF students do not feel as prepared as they could be. For example, in a recent Foundations of Excellence (FoE) UCF student survey, large percentages of respondents rated as "moderate" or below "the degree to which their college experience increased their knowledge for future employment" (approx. 38%) and "prepared them for community involvement" (approx. 40%).

Furthermore, a majority of UCF students do not access career preparation support: 78.4% of respondents to the 2014–15 Graduating Student Survey reported "seldom" or "never" accessing Career Services support, and only 12.5% of respondents to the 2014–15 First Destination Survey reported having used or planning to use resources of their academic department in their job search. In the 2011 NSSE Survey, 67% of UCF's senior respondents reported "sometimes" or "never" discussing career plans with a faculty member or advisor during that academic year. Moreover, comparisons of FTIC and transfer students consistently show that transfer students participate in high-impact learning activities less frequently than their first-time-in-college peers. Most recently, over 60% of respondents to UCF's 2015 Foundations of Excellence (FoE) Transfer Student Survey rated as "moderate" or below the degree to which they had opportunities to interact with professionals in their chosen field within and outside of their coursework, and 49% of respondents rated as "moderate" or below the degree to which faculty and staff advisors discussed how college could help them achieve their life goals.

Indeed, many of our students do not participate in high-impact practices outside the classroom. For example, 80.7% of respondents to the 2014–15 Graduating Student Survey reported to having "never" used student leadership programs such as those administered by the Office of Student Involvement, and only 29.6% of students reported participating in organizations related to their majors, 34.5% in other UCF clubs and organizations, 33.8% in community service, and around 10.1% in research with a faculty member.

While this QEP will increase student participation in high-impact practices, both within and outside the classroom, it should be noted that UCF has a demonstrated commitment to experiential learning and to campus and community involvement. For example, more than 20,000 students annually participate in co-ops, internships, and service-learning courses, and student experiences in co-ops, internships, externships, community service, and undergraduate research have increased substantially over the past several years ("UCF" 36–37, 77). Surveys of student involvement and experiential learning indicate the value of such experiences for student participants. In both the 2013–14 and the 2014–15 Continuous Quality Improvement (CQI) Reports from the Office of Experiential Learning show that employers rated UCF interns 4.4 or higher on a 5-point scale—in other words, between "very good" and "outstanding" in cross-cutting skills such as: communication, conceptual/analytical ability, learning theory and practice, professional qualities, teamwork, and leadership (See Appendix D).

In addition to having a range of learning opportunities, students need guidance in and integrated support for more intentionally planning to reap the benefits of integrated learning.

The AAC&U and Carnegie Foundation assert that students "need programs of study that will help them understand the nature and advantages of integrative learning and assist them in pursuing their college experience in more intentionally connected ways" (Huber and Hutchings 13). This claim is borne out by the UCF College of Business Administration's findings after implementing a required four-semester integrative learning course sequence and related programming for majors; they noted a 34.8% increase in full-time employment rates at graduation (and a corresponding 25.8% decrease in graduates who wished to work but were unable to find viable options) between spring 2013 and summer 2015 (see Appendix A).

High-impact learning experiences can likewise support students' academic achievements during and beyond their undergraduate education. Student participation in early undergraduate research experiences (i.e., in their first and second years) has been shown to increase retention rates and the pursuit of graduate education. (Bahr & Norton, 2006; Hathaway, Nagda, & Gregerman, 2002). Also, students who were involved early in undergraduate research programs moved into professional and graduate school at higher rates than students who were not (Hathaway et al., 2002). Again, local data supports these findings. At UCF a study of the success of the LEARN program in the Office of Undergraduate Research at UCF compared students to a matched control group. Researchers compared high school test scores, major, gender, and ethnicity and found that participants in the LEARN program had higher first-year GPAs and better retention rates than those of the control group (Schneider, Bickel, & Morrison-Shetlar, 2015).

II. Focus of the Plan

A. Definition of Integrative Learning

According to the Association of American Colleges and Universities (AAC&U)'s Integrative Learning VALUE Rubric, "Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus." In various publications, the AAC&U and Carnegie Foundation for the Advancement of Teaching have expanded on the dimensions, qualities, and activities of integrative learning, including the following:

- *Connecting* knowledge and practice from different sources, experiences, and contexts;
- *Synthesizing or blending* knowledge, skills, and points of view from various sources to analyze, evaluate, and respond to problems;
- *Adapting* "skills learned in one situation to problems encountered in another" (Huber and Hutchings iv);
- *Intentionally planning* and pursuing, with guidance, a diverse range of learning experiences;
- Developing a *holistic sense* of how diverse learning experiences have shaped *personal growth*;
- *Demonstrating* to themselves and others, growth, skills, and accomplishments;
- Developing *self-awareness* about learning goals and processes, and a *capacity to learn* in new environments.
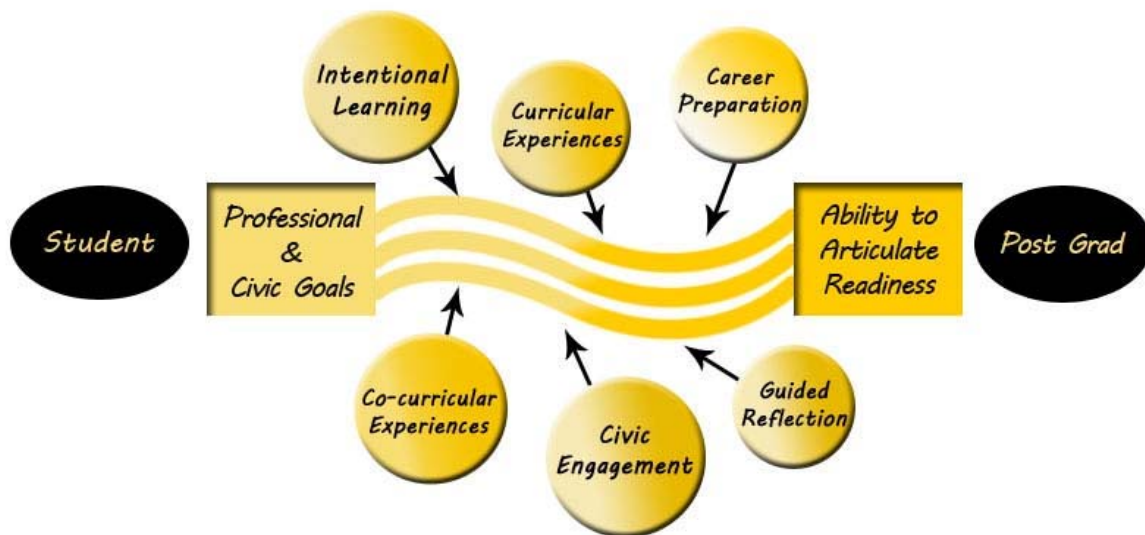

FIGURE II-1: DIMENSIONS OF INTEGRATIVE LEARNING

This list of key components of integrative learning might be visualized, then, in relationship to one another as *activities* or *experiences* that foster particular *capacities* or *qualities* in those who

undertake them. That is, by guiding students to articulate goals and form plans for their own education, we encourage them to become intentional learners; by providing them with opportunities to connect their classroom knowledge with real-world experiences, we help them develop the ability to transfer their knowledge and skills to adapt to new challenges; by offering students opportunities to reflect upon what (and how) they learn, and teaching them to communicate and demonstrate their accomplishments, we foster self-aware learners who understand how their diverse experiences have shaped their development.

B. Review of Literature

The AAC&U's *Greater Expectations* report calls on universities to develop students as "integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions" (21). Elsewhere, they argue that "keeping formal academic instruction separate from learning experiences in the co-curriculum and communities beyond the classroom misses opportunities to expand students' understanding of the meaning and application of their developing skills and knowledge" (Ferren and Paris 1). To compete in twenty-first century job markets, college graduates require higher-order, "meta" work skills: "the abilities required to continuously recognize and capitalize on employment and training-related opportunities and integrate these with other aspects of the individual's life" (Bridgstock 34).

Integrative learning involves blending different kinds of knowledge, skills, and points of view, often in novel ways, in order to analyze, evaluate, and respond to complex problems (Ferren and Paris 2). In this sense, integrative learning is connected to blended and interdisciplinary learning. In addition to calling for students to synthesize knowledge, the *Greater Expectations* report advocates enabling students to "adapt the skills learned in one situation to problems encountered in another: in a classroom, the workplace, their communities, or their personal lives" (21–22; see also Ferren and Paris 3). This process involves applying but also *adjusting* knowledge and skills based on the particularities of new and often complex situations. Integrative learning processes often involve various cross-cutting skills—such as problem solving, communication, teamwork, analytical reasoning—and dispositions—such as flexibility and engagement. Not only are such skills and dispositions elements to integrate and adapt, they can be the *means* of integration, as with students whose reflective writing enables them to identify connections, or with interns whose collaboration skills and flexibility enable them to adapt what they have learned to address workplace problems with others.

Because engagement and motivation can be catalysts for integrative learning (Huber and Hutchings 2), high-impact educational practices that engage and ignite students are often hallmarks of integrative learning. The AAC&U identifies high-impact practices as including learning communities, common intellectual experiences (e.g., through a unifying theme), undergraduate research, service-learning and community-based learning, internships, and capstone projects (Kuh, "High Impact" n.p.). However, students often need guidance to choose the right experiences and to understand how these high-impact practices connect to their coursework and to their post-graduation goals.

One of the primary goals of integrative learning for faculty within educational institutions, therefore, should be guiding their students to become "intentional learners." As an intentional process, integrative learning requires students to identify "a sense of purpose that serves as a kind of 'through line'" for "connecting the sometimes far-flung and fragmentary learning experiences they encounter" (Huber and Hutchings 6). Although institutions and programs should develop navigational guidance and resources, faculty and others assisting students should position themselves as co-constructing learning experiences *with* students rather than designing them *for* students (Ferren and Paris 7).

Intentional learners know how to regulate and focus their efforts as learners—they know how to make the most of their study time, practice new skills, and ask questions (Huber and Hutchings 6). These learners are metacognitively aware of how they learn, what they have learned, and what they want to learn. Although some students have more self-determination than others—making them more likely to be intentional learners—it is a skill that can be taught extrinsically, for example, by teachers explaining the importance of lessons, projects, and overall importance of the subject at hand (Hung 51). All courses within the educational curriculum are designed for students to learn specific skills and knowledge; however, the number of intentional learners is low because many forms of instructional practice do not allow for intentional learning practices (53). To support integrative learning, many colleges and universities are developing new ideas including institutional "scaffolding," designing a variety of experiences for students across the curricular and co-curricular spectrum: courses that encourage students to take various perspectives on issues; capstone courses/projects that require students to apply learning from previous courses to explore a new topic and/or problem solve; and engagement activities that combine academic work inside the classroom and community-based work outside of the classroom (4).

Finally, integrative learning develops students' metacognition and self-awareness about *how* they learn—their goals, strengths and weaknesses, strategies, and processes. This self-awareness, in turn, helps students strengthen their capacity for continued strategic learning, including learning in postgraduate professional, civic, and educational environments. As they reflect on their work, students can learn to demonstrate what they can do in a more holistic way than is evident through transcript and resume alone. Articulating their growth, accomplishments, and potential by showing as well as telling—in e-portfolios or other cumulative artifacts—can lead to students' further self-awareness and better equip them to advocate successfully for themselves in different postgraduate contexts, viz., on the workforce, as citizens, and in graduate school. Many scholars, therefore, emphasize the importance of reflection as a component of integrative learning and, particularly, as a way to increase students' intentional learning. The most efficient way for students to engage in reflection is for their work to be "made visible" allowing them to actively think about why their work matters, the skills and processes they used, and how they would apply their learned skills to various real-life situations. Students' reflection on their integrative learning should ideally demonstrate three things: purpose (a desire to engage in the work, project, etc.), reflectivity (ability to articulate what was done and why it matters), and self-critique (analyzing what aspects of the project were done well and which could have been done better/differently) (Mansilla 18, Wolfe and

Haynes 128–29). Reflection assignments can also serve as a form of assessment by faculty in order to evaluate student success. Huber and Hutchings suggest that faculty utilize/create e-portfolios and capstone courses with their students as forms of assessment (7).

C. Best Practices for Integrative Learning

The AAC&U offers directives for best practices for pursuing integrative learning as an educational ideal:

- Feature curricular designs that recognize the stages of student development and the importance of scaffolding learning experiences.
- Make connections among a variety of learning experiences—inside and outside the classroom—explicit rather than implicit.
- Allow students to spend substantial time on significant questions of their own choosing.
- Develop advanced skills—such as communication, quantitative literacy, research methods—throughout the curriculum.
- Challenge *and* support students to take advantage of integrative learning opportunities in academic programs and co-curricular activities and career planning.
- Build upon assessment strategies (e.g., shared rubrics) to help students reflect on their progress and establish future goals. (Ferren and Paris 3–4)

In short, to best support integrative learning as a university-wide initiative, faculty, staff, and administrators must work together to help students develop a purposeful and holistic sense of their learning experiences inside and outside the classroom.

Moreover, the key features of integrative learning for students—intentionality, cross-cutting connections, and reflection—are the same principles that undergird the successful implementation of integrative learning initiatives at the university. University leaders should provide logical structures, guidance, and adequate support services to enable students to fully benefit from integrative learning opportunities. In other words, integrative learning initiatives are most successful when there is attention to existing university infrastructure and policies and to concurrent initiatives during planning stages, when there is a sense of shared responsibility for student learning outcomes—and clear communication—across diverse academic, non-academic, and administrative units, and when there is thoughtful reflection on and accurate assessment of institutional culture and resources in putting theory into practice (Ferren and Paris 6). As Ross Miller notes, integrative learning is "an ambitious student learning goal, long espoused in higher education and the world at large. It is also a goal that has for too long depended upon serendipity rather than planning in its achievement" (11). Miller urges universities to include integrative learning SLOs in assessment processes and to develop clear definitions of and shared expectations for the components of integrative learning (11).

The AAC&U recommends that universities develop systems of "common intellectual experiences," such as unifying themes to help students connect their diverse curricular and co-curricular experiences, as well as integrated pathways that can guide students to make informed decisions about their own learning (Kuh n.p.; see also Marcus).

Increasingly, colleges and universities are developing integrated systems for tracking students' curricular, co-curricular, and career-preparatory progress. For example, Valencia College has LifeMap (UCF currently has KnightConnect and MyUCF, two separate systems that track co-curricular and curricular information, respectively). Joyce Romano and Bill White discuss the benefits of Valencia's LifeMap and Atlas programs. LifeMap is Valencia's developmental advising system that promotes the integration of student social and academic education and career planning as well as acquisition of study and life skills (331). This creates a normative expectation that students have an educational and career plan early in their college career. The LifeMap program consists of five developmental stages: 1. College Transition 2. Introduction to college 3. Progression to Degree 4. Graduation Transition and 5. Lifelong Learning (331–32). This program also generates analytical feedback on student performance as they progress through the various stages and contains six important planning tools for students: My Career Planner, My Educational Plan, My Financial Plan, My Job Prospects, My Portfolio, and MeInTheMaking website (333). Students can create and save up to three plans at a time. The evidence supports LifeMap's positive effect on students' learning with the correlation between MEP (planning) and actual courses taken jumping from 43% in 2006 to 60% in 2011 (334). Integrated systems such as LifeMap promote self-determination among students, which is the primary skill possessed by the most successful integrative learners (Hung 51).

Advocates of integrative learning call for the inclusion of high-impact learning experiences that mimic real-life situations, thereby allowing students to engage in scenarios in which they can apply and adapt their knowledge and skills before they are actually called upon to use them in real (and often higher-stakes) situations (Ferren and Paris 3; Huber and Hutchings 8; Mansilla 16; Wolfe and Hayens 127).This process of application and adaptation allows students to develop capacities—such as the ability to work in teams—that are valued by employers but that are rarely taught explicitly in course curricula. Therefore, experts suggest that integrative learning be infused in curricula in a more transparent way. Such efforts yield positive results. For example, in their 2009 case study on enhancing employability, Ehiyazaryan and Barraclough describe a venture matrix model at a metropolitan university, which teaches students interdependence (i.e., relying on co-workers/colleagues and working together to complete a task). At this university, students participate in a business venture that requires them to work with other students and clients. Students reported having a clearer understanding of how to work together to accomplish goals. They also reported feeling a greater responsibility toward their respective tasks because they knew that other people were relying on them to get their work done and to meet deadlines. Interestingly, students in this study also demonstrated high levels of self-reflection (303–05).

Reflection is the last step of integrative learning and is often identified as the most crucial part because it shows how students understand the other parts of integrative learning (Huber and Hutchings 7, Mansilla 18). In order to ensure that integrative learning is taking place, faculty need to develop a well-informed assessment tool which allows faculty to think through and establish their own learning outcomes (Miller 11). Mansilla argues that students' thinking should be made visible through writing and reflecting whereas Wolfe and Haynes developed the "Interdisciplinary Writing Assessment Profiles," which can be adapted for integrative learning

rubrics (13–14). Systems of reflection should require students to take a critical stance because it "helps us explore the degree to which the work exhibits clarity of goals, whether it embodies careful judgment about the process of integration, and whether it offers evidence of self-critique" (Mansilla 20). Reflection can take the form of student e-portfolios, capstone courses, writing assessment profiles, or any methods that require students to articulate what skills they have and how they have applied or will apply them to real-life situations.

E-portfolios, capstone courses, and writing assignments each offer ways for students to reflect on the integrative learning process. E-portfolios are a tool for students to collect their work and reflections and to share their work online (Arcario, Eynon, and Clark 16). Students can also continually refine their work as they develop new skills and the ability to apply those skills. Capstone courses allow students to reflect on the process of their work by asking them to "draw on learning from earlier courses to explore a new topic or solve a problem" (Huber and Hutchings 4). E-portfolios and capstone courses also provide students with launching materials including a catalog of their coursework, projects, and experiences along with cover letters/personal statements that will aid in their job searches. Faculty may also choose to have their students write reflective personal essays, which encourage them to "explore their changing sense of themselves" (Arcario, Eynon, and Clark 16).

To gain a better understanding of how other institutions are combining these elements of integrative learning effectively, we have read and analyzed many QEP proposals from different colleges and universities. Some best practices include the development of integrative learning "pathways" that students can choose to follow, which guide students toward specific high-impact learning experiences such as community-service projects, global learning, professional and civic development, research, and social justice and advocacy projects. By creating pathways that include curricular and co-curricular experiences, these institutions provide the "scaffolding" to ensure that integrative learning is intentional rather than haphazard. These initiatives also provide built-in opportunities for guided reflection, to allow students to make connections between their experiences inside and outside of the classroom. Reflection through the development of e-portfolios, or other kinds of capstone projects, allows students to demonstrate the knowledge and skills they have acquired throughout their college experience and to articulate how these will serve their post-graduation goals.

To summarize, the practices that we have identified as most relevant to the successful implementation of *What's Next* may be seen in figure II-2.

Intentional Learning
- Create integrated "pathway" advising resources and materials to help students set goals and view their experiences holistically
- Make integrative learning a transparent process both for faculty and staff implementing initiatives and for students choosing curricular and co-curricular experiences

High-Impact Practices
- Encourage academic programs to plan curriculum that infuses integrative learning at multiple stages (e.g., cornerstone, capstone)
- Develop and promote co-curricular activities and experiences that connect to curricular experiences
- Create a common vocabulary and logical system for tracking these experiences
- Infuse integrative learning through university-wide initiatives (e.g., unifying theme)

Metacognition
- provide opportunities for guided reflection at all stages and in connection with multiple curricular and co-curricular experiences
- encourage students to make connections between their classroom and beyond-the-classroom experiences
- use reflection to assess student learning outcomes (both for students in self-assessment and within institutional assessment processes)

FIGURE II-2: BEST PRACTICES FOR IMPLEMENTING INTEGRATIVE LEARNING

D. Existing Resources at UCF

This QEP topic, *What's Next: Integrative Learning for Professional and Civic Preparation*, is an ambitious one; yet, it is a topic that grows organically out of UCF's longstanding investment in its students' success and in serving the community and the Central Florida region. The university earned the Carnegie Community Engagement classification in 2006 and again in 2015. The Carnegie Foundation for the Advancement of Teaching defines community engagement as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." UCF's Carnegie classification bespeaks a strong institutional commitment to partnership with public and private sector institutions in the surrounding region—which is articulated in the fifth of President Hitt's five goals for UCF, "to be America's partnership university"—and to inculcating values of community service and engagement in its students. These core values, together with robust, scalable programs that allow students to engage in high-impact learning in a variety of settings, in academic coursework, and in co-curricular experiences will lay the foundation for *What's Next*. Below are brief descriptions of existing resources drawn from individual units' websites.

i. Offices that Support Integrative Learning at UCF

Many individual departments and programs will be involved in *What's Next* through the QEP Awards programs (see Intervention 2.2 in section II.E.iii for more information on these awards). These are housed in a number of locations, both physically on campus and in the organizational structure of the university. UCF currently has offices and departments that provide meaningful high-impact learning experiences and advising to undergraduates. *What's Next* will allow them the opportunity to offer additional high-impact experiences, reach more students, and expand their services to students.

TABLE II-1: OFFICES & PROGRAMS THAT SUPPORT INTEGRATIVE LEARNING

Offices & Programs	Descriptions
Offices & Programs that Support High-Impact Learning Experiences	
Office of Experiential Learning	The Office of Experiential Learning houses UCF's internship, co-op, and service-learning programs. By participating in experiential learning, students gain practical experience and apply what they learn to real-world problems. http://www.explearning.ucf.edu/
Office of Undergraduate Research	OUR encourages students to participate in a variety of high-impact research experiences (see Appendix E for an overview of research opportunities at UCF provided by OUR). This office also hosts the annual Showcase of Undergraduate Research (SURE) and houses the Undergraduate Research Journal, a faculty-reviewed online journal for undergraduates. https://www.our.ucf.edu/
Burnett Honors College	BHC strives to inspire a sense of community and civic responsibility within its students. This mission is carried out through their Office of Research and Civic Engagement, which is responsible for the award-winning Honors Educational Reach Out (HERO) program. http://honors.ucf.edu/
EXCEL Program	The mission of the EXCEL program is to increase student success in the first two years of their college career in a STEM (Science, Technology, Engineering, and Math) discipline. https://excel.ucf.edu/
McNair Scholars Program	The McNair Scholars Program is designed to prepare students from low-income, first-generation, and traditionally underrepresented groups for doctoral studies. McNair scholars participate in courses, seminars, and workshops on topics related to graduate school preparation, complete a paid research project under the guidance of a faculty mentor, and have the opportunity

Offices & Programs	Descriptions
	to present their research at local, regional, and national conferences. https://mcnair.ucf.edu/
Office of Pre-Health/Pre-Law Advising	The mission of the Office of Pre-Health and Pre-Law Advising is to provide guidance and support to students interested in pursuing careers in the health and legal professions. They provide information about the field of law and a wide variety of health-related fields. https://www.phpladvising.ucf.edu/
Study Abroad UCF	Study Abroad UCF offers a wide variety of opportunities for students to build their credentials through study abroad programs. UCF's Study Abroad Programs are designed to enhance the curriculum by providing unique opportunities for students to go beyond their regular coursework and develop abilities that will help them become more successful in a globalized community. https://studyabroad.ucf.edu/
Office of Student Involvement	The mission of OSI is to provide quality programs, services, and leadership opportunities that enrich students' academic endeavors and enhance the campus environment. http://osi.ucf.edu/
Office of Social Justice & Advocacy	The Office of Social Justice & Advocacy is to promote an equitable campus environment where all are assured that diversity, in its many forms, is valued. http://sja.sdes.ucf.edu/
LEAD Scholars Academy	The LEAD Scholars Academy at UCF is a selective academic leadership development program for students committed to academic excellence and making a difference in the world around them. LEAD scholars make a difference in the UCF community and Central Florida community with thousands of hours of community service each year. http://lead.sdes.ucf.edu/
Career Services	UCF Career Services provides centralized, comprehensive, and coordinated career development, experiential learning, and employer relations programs that help students effectively plan their career; integrate their academic studies to work and to the community; develop personal, academic, and work competencies, make effective career and related academic decisions; acquire career-related experience; gain professional employment; and plan for graduate or professional school. http://career.ucf.edu/

ii. Offices & Programs that Will Provide Scaffolding for *What's Next*

In addition to the aforementioned student-facing offices and programs that provide curricular and co-curricular experiences for undergraduates, and individual academic colleges and departments, *What's Next* will rely heavily on other offices that serve faculty and that will provide "behind the scenes" scaffolding for QEP initiatives.

TABLE II-2: OFFICE & PROGRAMS THAT WILL PROVIDE SCAFFOLDING

Offices & Programs	Descriptions
Offices & Units that Will Provide Scaffolding for *What's Next*	
Karen L. Smith Faculty Center for Teaching and Learning	The Faculty Center is one of the main avenues for faculty professional development and outreach at UCF and will be invaluable in fostering a culture of integrative learning (see also section III.B, Professional Development, for more information on the Faculty Center's role in this QEP). http://fctl.ucf.edu/
UCF Libraries	By providing information resources and services, facilities, and technology, the University of Central Florida Libraries supports learning and teaching, research, creation of knowledge, intellectual growth, and enrichment of the academic experience. The library was integral to the development of, and continues to house, many of the student resources from the first QEP (e.g., the information fluency modules); it will play a central role in *What's Next* as well. https://library.ucf.edu/
Center for Distributed Learning	CDL serves as the central agent for online learning at UCF, providing leadership in distance learning policies, strategies, and practices. The Center for Distributed Learning will help design functional technology to support university-wide QEP programs; they are also central to creating online resources such as advising modules. https://online.ucf.edu/about/
Office of Operational Excellence and Assessment Support	The primary goal of OEAS is to develop and maintain the capability to conduct assessments, surveys, and process analyses to support the assessment and process improvement needs of academic programs and administrative units. OEAS administers instruments (Graduating Student and First-Destination Surveys) and consults with academic programs to assist in designing and implementing assessment plans. (See section V for more information on OEAS's role in this QEP's assessment plan.) https://oeas.ucf.edu/

iii. Academic Programs Leading the Way in Career-Readiness and Civic Engagement

Several programs on campus have incorporated activities to help students prepare to enter their professions. For example, recently the College of Engineering and Computer Science, in partnership with industry leaders established the Engineering Leadership and Innovation Institute (eli[2]). This program includes as part of its global mission of "providing engineering leaders who can deliver world-changing solutions" a specific goal for undergraduate education: "to transform the undergrad engineer into a working professional." This transformation is effected through a suite of curricular and co-curricular experiences, which include establishing a first-year seminar and speaker series to introduce students to industry professionals and creating new "Maker Space" labs, which offer students a dedicated space to gather and collaborate, generate numerous creative ideas, vet those ideas, then build and fine-tune working prototypes (see Appendix F for the eli[2] 2014 newsletter for more information).

The College of Business Administration established its Office of Professional Development and redesigned its core curriculum to include a four-semester series of one-credit courses for majors in their final two years, the overall goal of which is to prepare students with the knowledge, skills, and abilities needed to either secure a professional position after graduation in their career field of choice, or to grow within an existing career. More than just a course sequence, the program represents a shift in college culture that includes advising, student engagement, and strategies for the onboarding and mentoring of new majors through peer ambassadors. Students are required to meet with career coaches and attend co-curricular activities such as networking events, questions and answers with business professionals, and panel discussions with successful alumni.

Whereas these two initiatives represent substantial reorganization of existing programs or building of brand new facilities, and are made possible by significant financial contributions from donors, they nonetheless offer scalable models for other academic programs, which must work within smaller departmental budgets, to adapt to meet their students' needs. Much of the professional development efforts of the Office of the QEP will be aimed at helping faculty implement sustainable changes within their programs that can be achieved without immense outlay of additional resources (see section III.B for more information on professional development; see also Intervention 2.2 for more information about the allocation of QEP funds for programs wishing to implement integrative learning in their curricula). "Professionalizing History Majors" is one such undertaking in the College of Arts and Humanities. This project, which is being undertaken as a QEP pilot project, responds to the American Historical Association's Tuning the History Discipline Project, a faculty-led initiative "to describe the skills, knowledge, and habits of mind that students develop in history courses and degree programs. … [and to] articulate the ways history supports an educated workforce and citizenry and demonstrate that its value goes far beyond narrow professional training." ("AHA History" n.p.). This pilot project will offer UCF history majors a cornerstone course that allows them to learn about the skills that they will develop as historians and to explore career paths for which these skills will prepare them (for more information on the "Professionalizing History Majors" and other pilot projects, see Appendix G).

E. The *What's Next* Initiative

i. Plan, Connect, Reflect: The Conceptual Framework

Integrative learning as a process entails three key components: (1) intentional learning; (2) high-impact practices and transfer of skills; (3) and metacognition, or reflection, and self-advocacy. The "message" of *What's Next* for students, therefore, might be summed up in three words: **PLAN, CONNECT, REFLECT**.
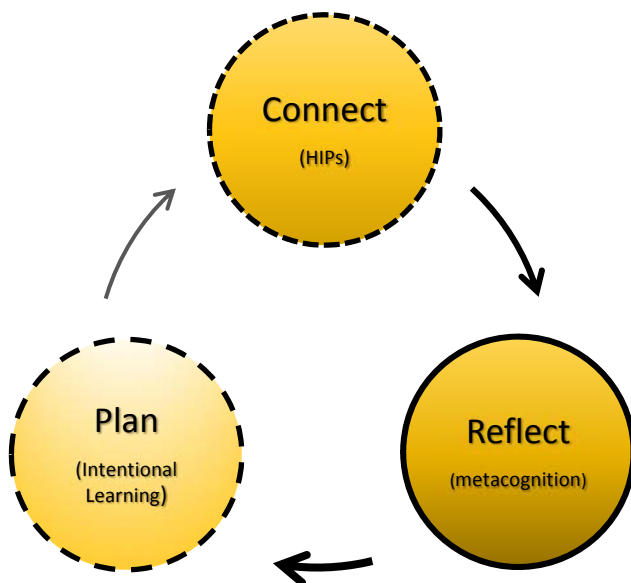
FIGURE II-3: THREE COMPONENTS OF INTEGRATIVE LEARNING

What's Next seeks to help students **plan** for their futures post-graduation: to not only set goals but to identify the knowledge and skills necessary to reach those goals. The initiative encourages students to **connect** their classroom knowledge and skills to real-world contexts—through high-impact experiences such as undergraduate research, study abroad, and experiential learning—and, thereby, to develop the ability to transfer knowledge and skills from one context to another. Finally, this initiative promotes opportunities for students to **reflect** on their experiences, to communicate their knowledge and experiences, and to develop the ability to successfully advocate for themselves in real-world settings beyond the university.

While these three components in some respects are in a linear relationship with one another—i.e., one must first set goals before intentionally seeking out experiences that will help one reach those goals—as Figure II-3 suggests, this is also a dialectical process in which experiences prompt reflection, and reflection leads to reassessment of goals, and so on. For this reason, the three components of *What's Next* are integrated at all stages of the undergraduate experience.

ii. Student Learning Outcomes

The student learning outcomes (SLOs) that drive the *What's Next* initiative are adapted from AAC&U's Integrative Learning VALUE rubric and are organized around the aforementioned three components of integrative learning and related to our three goals:

- **SLO 1:** *Students will be able to synthesize connections among academic knowledge, experiences, and skills to articulate an integrative learning plan based on their experiences in relation to their self-development and aspirations* (Goal 1: intentional learning & goal-setting).
- **SLO 2:** *Students will be able to independently adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations in order to solve difficult problems or explore complex issues in original ways* (Goal 2: high-impact practices & transfer of skills).
- **SLO 3:** *Students will be able to reflect critically on past experiences in order to envision a future self that builds on these experiences and to persuasively articulate knowledge, experiences, skills, and qualifications to diverse audiences both within and beyond the university* (Goal 3: metacognition & self-advocacy).

Each of the figures below visualizes students' learning outcomes in stages from basic or "benchmark," through intermediate or "milestone," to the expert or "capstone" level.

SLO 1: INTENTIONAL LEARNING AND GOAL-SETTING

Students will be able to synthesize connections among academic knowledge, experiences, and skills to articulate an integrative learning plan based on their experiences in relation to their self-development and aspirations.

Benchmark

Identifies connections between life experiences and academic knowledge; identifies goals

Milestone

Compares life experiences and academic knowledge; purposefully selects and develops diverse experiences and develops abilities to meet goals

Capstone

Meaningfully synthesizes connections among academic knowledge, experiences, skills; articulates an integrative learning plan based on their experiences in relation to their self-development and aspirations
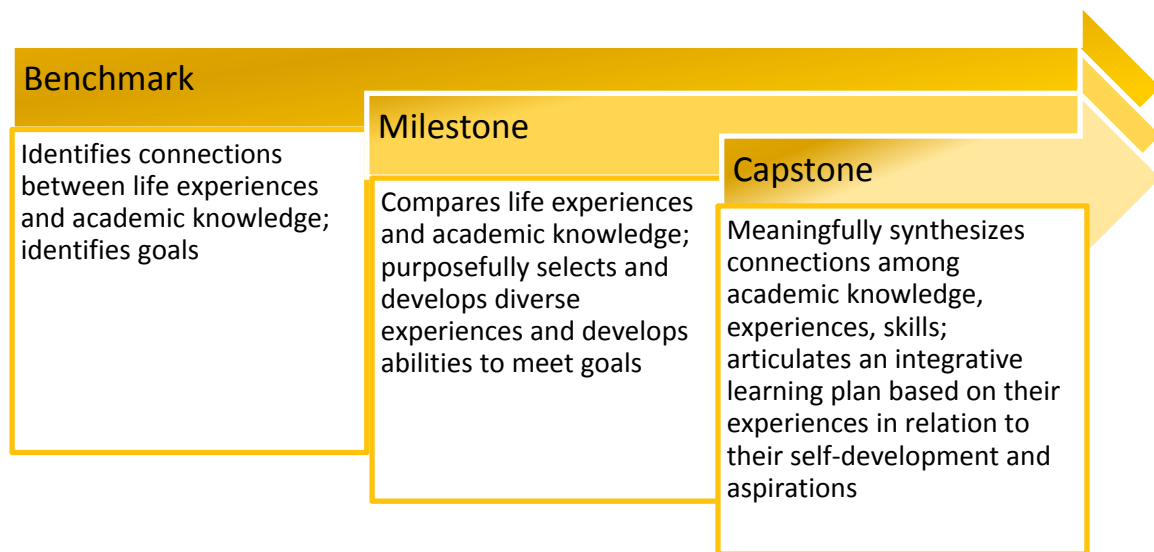
FIGURE II-4: SLO 1: INTENTIONAL LEARNING AND GOAL-SETTING

SLO 2: HIGH-IMPACT LEARNING AND TRANSFER OF SKILLS

Students will be able to independently adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations in order to solve difficult problems or explore complex issues in original ways.

Benchmark

Uses in a basic way skills, abilities, theories, or methodologies, gained in one situation to a new situation

Milestone

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues

Capstone

Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in orginal ways
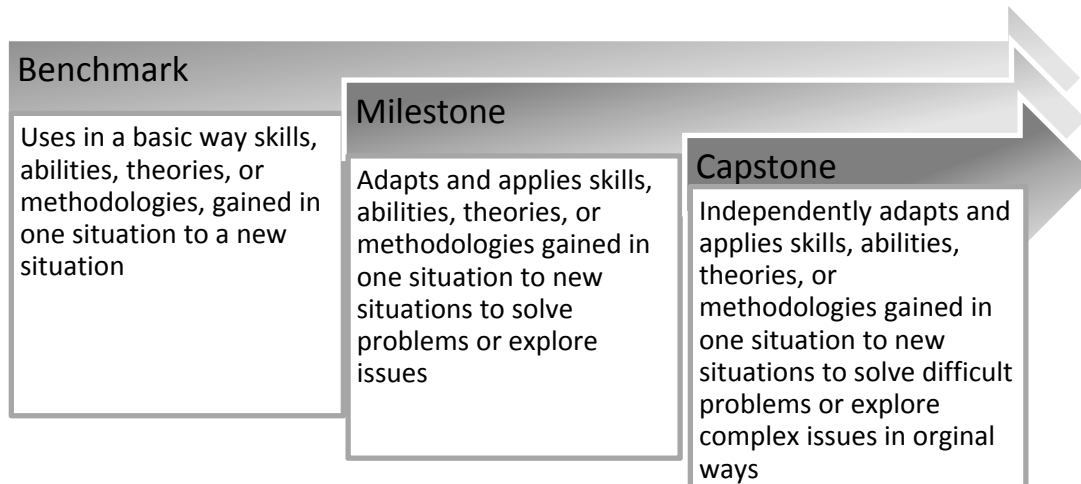
FIGURE II-5: SLO2: HIGH-IMPACT LEARNING AND TRANSFER OF SKILLS

SLO 3: METACOGNITION AND SELF-ADVOCACY

Students will be able to reflect critically on past experiences in order to envision a future self that builds on these experiences and to persuasively articulate knowledge, experiences, skills, and qualifications to diverse audiences both within and beyond the university.

Benchmark

Describes own performances, skills, and knowledge with general descriptors of success and failure

Identifies key elements of successful communication and recognizes important conventions for communicating with disciplinary and professional audiences

Milestone

Evaluates changes in own learning over time; articulates strengths and challenges in specific contexts to increase effectiveness

Demonstrates ability to effectively communicate experiences and knowledge within university contexts

Capstone

Demonstrates the ability to reflect critically on past experiences and to envision a future self that builds on these experiences

Demonstrates ability to persuasively articulate knowledge, experiences, skills, and qualifications to diverse audiences both within and beyond the university

FIGURE II-6: SLO 3: METACOGNITION AND SELF-ADVOCACY

iii. Program Vision, Goals, Interventions, and Objectives

VISION AND GOALS

The vision of *What's Next* is that UCF undergraduates will graduate with integrative learning experiences that foster important cross-cutting, transferrable knowledge and skills; that our students will graduate with the ability to persuasively articulate and demonstrate their skills; and that they will develop the capacity to transfer their skills and intentional learning strategies to new contexts. Consequently, graduates will be able to successfully enter and participate in the next steps of their professional and civic lives. In order to achieve this vision, *What's Next* has three specific goals that serve as scaffolding for a number of targeted interventions, which will directly and indirectly support our three integrative learning SLOs:

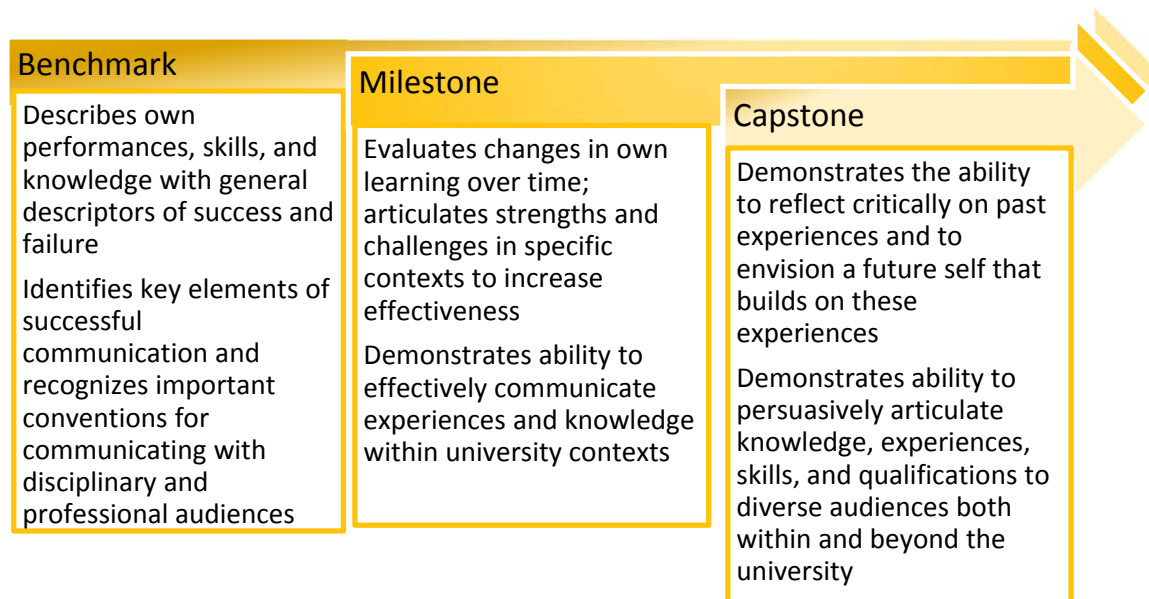- **Goal 1:** To increase guidance and support for students to become **intentional learners** and to learn to set goals;
- **Goal 2:** To increase **high-impact practices** in academic and co-curricular programs so that more of our students may participate in them;
- **Goal 3:** To increase the number of opportunities students have to engage in **metacognition**, to reflect on their knowledge and skills, and to learn to advocate successfully for themselves.

Table II-3 provides an overview of all the initiatives and their separate objectives; a fuller description of each item follows.

TABLE II-3: *WHAT'S NEXT* GOALS, INTERVENTIONS, AND OBJECTIVES

Goal 1: To increase guidance and support for students to become intentional learners and to learn to set goals	
Intervention 1.1 Create effective and consistent marketing/messaging to promote the principles of integrative learning to the UCF community	- Create and distribute posters, banners, and cards campus-wide - Craft newsletters and email announcements to various campus constituencies - Create and maintain *What's Next* website as an information hub for students and faculty seeking integrative learning resources, advising, and opportunities - Work with CDL and UCF Libraries to create information modules that introduce students to integrative learning concepts and that can be adapted to different courses - Give presentations to various campus stakeholders
Intervention 1.2 Promote the development of general and program-tailored advising "pathways" that help students choose integrated curricular,	Coordinate with interrelated campus initiatives (e.g., FoE, EAB) to insure that integrative learning principles are featured in orientation materials and other programming for FTIC and transfer students as they enter UCF

co-curricular, and career-preparatory experiences	•	Encourage communication between academic programs and student services to mitigate the silo effect and facilitate consistent messaging
	•	Work with academic programs to map curricula in order to develop matrices for multiple integrative learning experiences
Intervention 1.3: Promote direct student involvement in *What's Next* initiative	•	Employ student workers as integrative learning fellows
	•	Convene a *What's Next* student advisory council

Goal 2: To increase high-impact practices in academic and co-curricular programs so that more of our students may participate in them

Intervention 2.1: Offer development resources and programming to support faculty who wish to incorporate high-impact practices into their teaching	•	Identify campus leaders in integrative learning to serve as Faculty Fellows who will develop programming, guide development of integrative learning pathways, and lead faculty cohorts in reforming curricula
	•	Organize programming for integrative learning track in the Summer Faculty Development Conference
	•	Offer consultations with faculty and staff who wish to undertake integrative learning projects
	•	Maintain "Faculty Resources" pages on the *What's Next* website
Intervention 2.2: Offer incentives and support to colleges, programs, and individuals who undertake integrative learning initiatives	•	Fund competitive awards program for faculty and staff who wish to implement integrative learning enhancement and program innovation projects; provide assessment support and follow-up to ensure sustainability
Intervention 2.3: Mitigate the silo effect to build an institutional culture conducive to integrative learning	•	Encourage collaboration across departments and colleges through competitive "seed funds" for integrative learning programming and events around the new unifying theme (topic TBD)
	•	Cooperate with campus leaders in interrelated university initiatives (FoE, EAB, Unifying Theme, General Education) to insure that integrative learning principles are supported
	•	Through formal and informal mechanisms facilitate conversations and collaborations among various stakeholders' constituencies

Intervention 2.4: Offer support for and recognition of student integrative learning achievements	• Create a Graduation with Distinction (transcript designation and commencement cords/medals) for students whose work embodies integrative learning principles • Fund competitive Excellence Awards for undergraduates who achieve important integrative learning milestones • Provide competitive funds to colleges and programs to support student integrative learning efforts (e.g., travel funds, scholarships) • Create instructional modules for different components of integrative learning and create mechanisms for students to record and reflect on their progress for students who wish to participate in Graduation with Distinction and Excellence Awards program
Goal 3: To increase the number of opportunities students have to engage in metacognition, to reflect on their knowledge and skills and to learn to advocate successfully for themselves.	
Intervention 3.1: Pilot implementation of specific technologies to support multimedia reflection "artifacts" and other ways of curating achievements	• Encourage programs and units to implement e-portfolio technology • Encourage programs and units to implement digital storytelling technology • Work with Center for Distributed Learning to adapt online technology to allow students to track and reflect on integrative learning activities and experiences
Intervention 3.2: Provide training and resources for faculty and staff to incorporate opportunities for students' reflection and self-advocacy	• Facilitate Digital Storytelling "train the trainers" workshop and follow-up programming • Facilitate e-portfolio "train the trainers" workshop and follow-up programming • Assist in curriculum mapping consultations to help programs incorporate capstone and other reflection opportunities • Support faculty & staff in creating reflection and presentation opportunities (e.g., research symposia, mock interviews, etc.) • Work with UCF Libraries, CDL, and others to develop reflection modules that can be adapted for diverse courses

While the interventions and objectives are organized under the three main goals in the table above, as the following descriptions demonstrate, many of this QEP's proposed interventions work synergistically with one another and across categories. In short, the Office of the QEP not only promotes integrative learning, but is itself a site of integration for diverse campus initiatives.

GOAL 1: TO INCREASE GUIDANCE AND SUPPORT FOR STUDENTS TO BECOME INTENTIONAL LEARNERS AND TO LEARN TO SET GOALS

> *"Intentional learners take an active role in and responsibility for their own learning, and they self-plan, execute, monitor, and regulate their learning processes as well as learning strategies. Most importantly, intentional learners are willing and commit to reach the learning goal."* (Hung 51)

One of the main thrusts of *What's Next* is to help students understand the benefits of integrative learning by guiding them to articulate their own goals and to "reverse engineer" educational "pathways" that will help them reach those goals. That is to say, the success of the QEP depends, in part, on appealing to students' own internal motivations and helping them see how integrative learning will serve their interests. Goal 1, therefore, focuses on providing clear information and strategic advising that helps students reap the benefits of integrative learning.

INTERVENTION 1.1: *CREATE EFFECTIVE AND CONSISTENT MARKETING/MESSAGING TO PROMOTE THE PRINCIPLES OF INTEGRATIVE LEARNING TO THE UCF COMMUNITY*

The QEP Director and Coordinator have worked and will continue to work with UCF Marketing and Communications to design the *What's Next* "brand," launching a campaign of posters, banners, and postcards to coincide with the development of the *What's Next* website. The marketing and information campaign is two-pronged: to reach students and encourage them to pursue integrative learning opportunities, on the one hand, and to reach university faculty and staff to explain the principles of integrative learning and enlist participation in QEP initiatives, on the other hand. Because integrative learning is a complex concept that comprises several other important (and similarly complex) pedagogical theoretical concepts—intentional learning, high-impact practices, and metacognition—serious efforts will be made to distill these concepts into appealing, common sense language that will make the benefits of integrative learning clear to students.

The QEP director is also responsible for crafting messages for email announcements, articles in the *Faculty Focus* newsletter, and other communiqués for dissemination to university faculty and staff. Here attention is given to presenting theories of integrative learning in language that will appeal to disparate disciplinary constituencies, recognizing that while the educational concerns of faculty in different colleges and departments make look very different, every academic discipline on campus can participate in and benefit from integrative learning practices. These communiqués also serve to announce initiatives, such as the Enhancement and Program Innovation Awards program (see intervention 2.2 below), which offer incentives for faculty and staff to adopt integrative learning strategies.

The *What's Next* website, developed in tandem with the marketing campaign is primarily student-facing, offering advising resources such as sample integrative learning "pathways" for FTIC and transfer students and links to campus resources—such as the Office of Diversity and Inclusion, the Office of Undergraduate Research, the LEAD Scholars Academy, the Office of Experiential Learning, and Career Services—which all offer valuable programs and services that encourage integrative learning but which are housed in a variety of physical locations and are sometimes difficult to find through the university's website. The site will present student and

faculty testimonials, videos, and other integrative learning "highlights" on its homepage. The website also includes a Faculty Resources page (see intervention 2.1) that offers definitions of integrative learning and includes links to articles, rubrics, sample syllabi, and other useful materials for those interested in incorporating integrative learning into their teaching. The website will house student, faculty, and staff awards announcements and online application forms. As the Graduation with Distinction program (see intervention 2.4) is developed, the *What's Next* website will serve as the information hub for that program.

Together and separately the QEP director and coordinator will meet with different campus groups—including the Faculty Senate, the Undergraduate Research Council, the Student Development and Enrollments Services Leadership Team, the Student Government Association, and academic colleges and departments—and attend events, such as the Service Learning Showcase and the Academic Leadership Academy, to promote *What's Next*.

INTERVENTION 1.2: *PROMOTE THE DEVELOPMENT OF GENERAL AND PROGRAM-TAILORED ADVISING "PATHWAYS" THAT HELP STUDENTS CHOOSE INTEGRATED CURRICULAR, CO-CURRICULAR, AND CAREER-PREPARATORY EXPERIENCES*

A number of campus-wide initiatives, including Foundations of Excellence and Student Success Collaborative, are seeking to improve student learning outcomes and augment current advising and tracking of student success. The QEP director will coordinate with the campus leaders who oversee these projects in order to help ensure that they work in tandem rather than at cross purposes with *What's Next*. The Office of the QEP will work with FTIC and transfer advisors in SDES, as well as advisors from individual colleges and departments, to develop and disseminate information about integrative learning opportunities on campus and to encourage them to plan their learning experiences intentionally and to formulate personal, professional, and civic goals early in their academic careers so that they can better plan for their futures post-graduation.

The QEP Leadership Team and Integrative Learning Faculty Fellows (see intervention 2.1) will work with programs to construct integrative learning matrices—i.e., to map curricula and create intentional pathways for students to engage in multiple connected experiences.

INTERVENTION 1.3: *PROMOTE DIRECT STUDENT INVOLVEMENT IN WHAT'S NEXT INITIATIVE*

The Office of the QEP will employ both a graduate research assistant and undergraduate student fellows. These students will serve as student ambassadors and peer mentors, and assist in marketing and communications, event planning, clerical work, research, and other tasks. They will also serve on the *What's Next* Student Advisory Council and participate in the *What's Next* awards application review process. In order to model the integrative learning principles of this initiative, student research assistant positions will also have a reflection component, wherein students produce an essay, portfolio, or other artifact that allows them to reflect on their integrated curricular, co-curricular, and work experiences.

The entire raison d'être of *What's Next* is student success, and without students' involvement in and commitment to integrative learning, the initiative cannot succeed; therefore, in order to promote student involvement—and to ensure that the plan's implementation serves the needs of actual and not merely theoretical UCF students—the director of the QEP will convene a

Student Advisory Council, which will provide input on various initiatives and participate in reviewing award applications.

GOAL 2: TO INCREASE HIGH-IMPACT PRACTICES IN CURRICULAR AND CO-CURRICULAR PROGRAMS SO THAT MORE OF OUR STUDENTS MAY PARTICIPATE IN THEM

> *"It can be life-changing to study abroad, participate in service learning, conduct research with a faculty member, or complete an internship. That is why doing one or more of these activities in the context of a coherent, academically challenging curriculum that appropriately infuses opportunities for active, collaborative learning, increases the odds that students will be prepared to—in the words of William Cronon—'just connect.'"* (Kuh "High Impact" 17).

The success of *What's Next* depends on broad-based buy-in, not just from students, but from faculty and staff, those who meet students where they are and who are committed to providing high-impact, meaningful educational experiences, both within and beyond the confines of the classroom. It also depends on an institutional culture that values integrative learning and that is, itself, integrated—where the so-called silo effect is mitigated by clear lines of communication and by purposeful collaborations on significant (and well-publicized) initiatives.

INTERVENTION 2.1: *OFFER DEVELOPMENT RESOURCES AND PROGRAMMING TO SUPPORT FACULTY WHO WISH TO INCORPORATE HIGH-IMPACT PRACTICES INTO THEIR TEACHING*

Faculty Fellows
The Office of the QEP will identify campus trailblazers in integrative learning to serve as Faculty Fellows, who will lead faculty development cohorts, guide faculty in developing integrative learning pathways for majors and in reforming curricula, and coordinate with colleges to plan events around UCF's Unifying Theme (see also intervention 2.3).

Faculty Summer Conference
UCF is a national leader in faculty professional development, and the QEP will leverage these existing resources and programming to promote integrative learning practices (see also section III.B: Professional Development). The Karen L. Smith Faculty Center for Teaching and Learning hosts an annual Summer Faculty Development Conference, with between 200 and 300 faculty and SDES staff attending each year, and *What's Next* will oversee an integrative learning track in the conference, planning sessions and workshops, recruiting keynote speakers who are national leaders in innovative pedagogies, and inviting proposals from UCF faculty who wish to work on integrative learning projects. In order to increase faculty involvement in *What's Next* in this 2016 launch year, the entire theme of the Summer Conference is *Integrative Learning for Professional and Civic Engagement.*

Mentoring Faculty and Providing Resources
The Office of the QEP will offer one-on-one consultations with faculty and staff who wish to adopt integrative learning practices. These consultations also serve the purpose of allowing the QEP director and coordinator to identify potential partners in cross-campus and interdisciplinary projects, and thus help to mitigate the silo effect (see also Intervention 2.3).

Useful materials—AAC&U rubrics, sample syllabi, links to scholarly articles on integrative learning and related best practices, glossaries of key terms, and other relevant information—will be kept on a "Faculty Resources" page of the *What's Next* website. The website will also serve as the informational hub for faculty and staff awards, and descriptions of ongoing and completed projects will be kept up-to-date and available on the site.

INTERVENTION 2.2: OFFER INCENTIVES AND SUPPORT TO COLLEGES, PROGRAMS, AND INDIVIDUALS WHO UNDERTAKE INTEGRATIVE LEARNING INITIATIVES

The *What's Next* initiative offers support to programs as well as individual faculty and staff and interdisciplinary collaborative teams in developing integrative learning resources for students. These serve the added functions of publicizing *What's Next*, raising awareness about integrative learning, and helping to create common ground among diverse campus constituencies.

Enhancement and Program Innovations Awards

A widely publicized awards program not only encourages innovation in individual programs and departments, but also helps raise awareness about the QEP and integrative learning and encourage broad-based buy-in. The QEP published a call for proposals for two levels of awards for the 2016–17 academic year, and the awards program will continue annually through AY 2019–20: Enhancement Award (up to $3500 with a final report due at the end of one academic year) and Program Innovation Award (up to $10,000 with a final report due at the end of two academic years). These awards will fund projects that infuse integrative learning into academic and co-curricular programs and student services across campus. Calls for proposals will be tailored to target specific interventions and to increase synergy between *What's Next* and related initiatives, such as the AAC&U-guided "Reimagining the First-Year" and Foundations of Excellence. (See also the "What's Next in Unifying Theme" program under Intervention 2.3 below.)

Members of the *What's Next* Advisory Board serve as reviewers for the proposals. In order to ensure their relevance to the goals of the *What's Next* initiative, the Call for Proposals stipulates that projects focus on one or more of the student learning outcomes (SLOs) of *What's Next* (see section II.E.2 for a description of SLOs) and that each project proposal include a clearly articulated, feasible plan for assessment. Potential projects are also reviewed according to their ability to demonstrate a clear rationale for the proposed intervention, their ability to contribute to a culture of integrative learning at UCF, and their sustainability. Moreover, initial projects will be used to inform infrastructural and procedural decisions in subsequent years.

Building on Pilot Projects

What's Next is designed to leverage existing resources and to build on its own initiatives. The QEP funded three pilot projects in AY 2015–16, and these served as templates and launching points for other faculty and staff teams to develop project proposals. For example, the "Digital Storytelling as a Classroom Tool for Enhancing Integrative Learning" pilot project offered an intensive three-day digital storytelling workshop to 18 faculty and staff from diverse departments, colleges, and units—including the College of Nursing, Interdisciplinary Studies, the School of Visual Arts and Design, the Department of Writing and Rhetoric, the Department of Modern Languages, the Department of English, the College of Education and Human

Performance, the College of Medicine, the Office of Student Involvement, the Center for Distributed Learning, Career Services, UCF Libraries, and the McNair Scholars Program—to "train the trainers" to use digital storytelling as a powerful multimedia reflection tool. Faculty and staff in that workshop, in turn, proposed projects to employ digital storytelling as a reflection exercise for students. Similarly, the "Professionalizing History Majors" pilot project—in which a history faculty member designed a course to help history majors understand their discipline, the skills they should develop within it, and the professional opportunities that they might pursue with a history degree—has given other departments in the College of Arts and Humanities a template for developing their own career-readiness curricula. The Office of Student Involvement's pilot project, "Leadership Syllabi to Support Learning Outcomes that Integrate Career Readiness Skills," borrows best practices for academic syllabi—transparency and a focus on learning outcomes—and incorporates these into their student organization leader training program to guide students in identifying and articulating the cross-cutting skills they need to succeed. This, in turn, has inspired other proposals from SDES for similar projects that integrate co-curricular programs with academic curricula and, thus, help students think holistically about their disparate experiences and the knowledge and skills that they develop in each.

INTERVENTION 2.3: MITIGATE THE SILO EFFECT TO BUILD AN INSTITUTIONAL CULTURE CONDUCIVE TO INTEGRATIVE LEARNING

What's Next in Unifying Theme
The Office of the QEP will offer competitive grants, up to $5,000, one for each participating academic college for AY 2016–17, 2017–18, and 2018–19, to serve as "seed funds" to help colleges provide high-impact learning activities and high-profile events for their students around the new Unifying Theme, the topic of which is currently being selected and developed by the Common Program Oversight Committee (on which the QEP director serves), with the input of faculty and students and other university stakeholders. These funds might be used to fund lecture series, student research symposiums, team competitions, or other events that enable students to engage in meaningful high-impact practices (defined as activities that "typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback" [NSSE "Engagement Indicators"]). This collaboration between the QEP and the Unifying Theme, both of which are housed in the College of Undergraduate Studies, will serve the interests of both initiatives in their separate, but overlapping, mandates to provide outstanding undergraduate education. It will help to ensure that integrative learning becomes infused in UCF culture, on the one hand, and, on the other hand, offer a way for students in diverse disciplines to contribute to a common conversation about important ideas and issues.

Colleges will propose budgets for their initiatives, and those who receive funds will be encouraged to contribute matching funds and will be given a charge to convene committees of faculty to administer the funds. These college planning teams will send representatives to a central steering committee, which will be overseen jointly by the Integrative Learning Faculty Fellows to ensure that events are coordinated not to conflict with one another (as much as possible) and that the central aims of *What's Next* and of the Unifying Theme are supported.

College planning committees will also be given broad guidelines to ensure that their programming provides opportunities for high-impact learning and that students' learning can be assessed. Colleges' events can be publicized on the *What's Next* website and via posters, postcards, and email flyers, as well as on individual colleges' and departments' sites and, ideally, on the university's main site.

INTERVENTION 2.4: *OFFER SUPPORT FOR AND RECOGNITION OF STUDENT INTEGRATIVE LEARNING ACHIEVEMENTS*

Rewarding Students' Integrative Learning

Overview

What's Next will offer interconnected programs designed to encourage and recognize students' integrative learning achievements:

1. **Graduation with Distinction** program, which will guide students to achieve significant integrative learning milestones. Students eligible for Graduation with Distinction will earn a designation on their transcript, a cord at graduation, and a letter of congratulation from the Dean of Undergraduate Studies.
2. **Excellence Awards**, which will highlight outstanding achievements in particular areas of student engagement (e.g., community and civic engagement, leadership, global citizenship, research). While the Graduation with Distinction program will be attainable by many UCF students—both transfer and FTIC—the Excellence Award will showcase truly exceptional students.
3. **Support Funds for Integrative Learning**: Academic colleges will be able to apply for up to $2,500 per year to support students' efforts to engage in integrative learning.

Logistics

The Office of the QEP will convene a Graduation with Distinction Implementation Committee who will research similar programs at peer and benchmark institutions and who will help determine specific criteria for milestones and design functional processes for launching and sustaining the program. Using current integrative learning "success story" students as models, the Office of the QEP and the Implementation Committee will reverse engineer sample pathways and milestones to encourage all of our students to "plan, connect, and reflect." Roll-out for the program is planned for AY 2017–18, with small-scale pilot testing in 2016–17.

Students who wish to work toward achieving Distinction will participate in a self-paced, online 0-credit course in Canvas. The QEP budget includes funds for university-level transformations, and some of these funds will be used to develop, in cooperation with the Center for Distributed Learning, a system of digital badges (milestones) that students earn through curricular, co-curricular, and professional-/civic-preparatory activities. Academic and co-curricular programs on campus will be given processes for attaching milestone badges to their events, courses, and activities, which will, in turn, allow students to record and reflect on their achievements and facilitate the vetting of applications for the distinction. The program assistant for the QEP (to be hired in AY 2016–17) will oversee the certification of high-impact courses and activities to be eligible for inclusion in milestones and, once the program is live, will oversee the application

process for Graduation with Distinction. While the details of the Graduation with Distinction program are still in formation, the general flow of the program might be visualized as overlaying the Integrative Learning Pathways that shape the concept of this QEP.

Planning & Setting Goals

- attends *What's Next* orientation
- sets goals with the help of advisors and mentors
- enrolls in *What's Next* 0-credit Canvas course

Intentional Learning

Curricular Experiences

Career Preparation

Student

Professional & Civic Goals

Ability to Articulate Readiness

Post Grad

Co-curricular Experiences

Civic Engagement

Guided Reflection

Connecting to High-Impact Experiences

- participates in campus events and activities
- completes integrative-learning-infused courses
- engages in high-impact learning co-curricular experiences
- chooses campus services that help manage tasks and achieve goals

Reflecting Back & Looking Forward

- keeps track of achievements with digital milestones and other curating systems
- conducts periodic self-checks/reflections with the guidance of faculty and mentors
- compiles final portfolio of achievements
- composes reflection statement
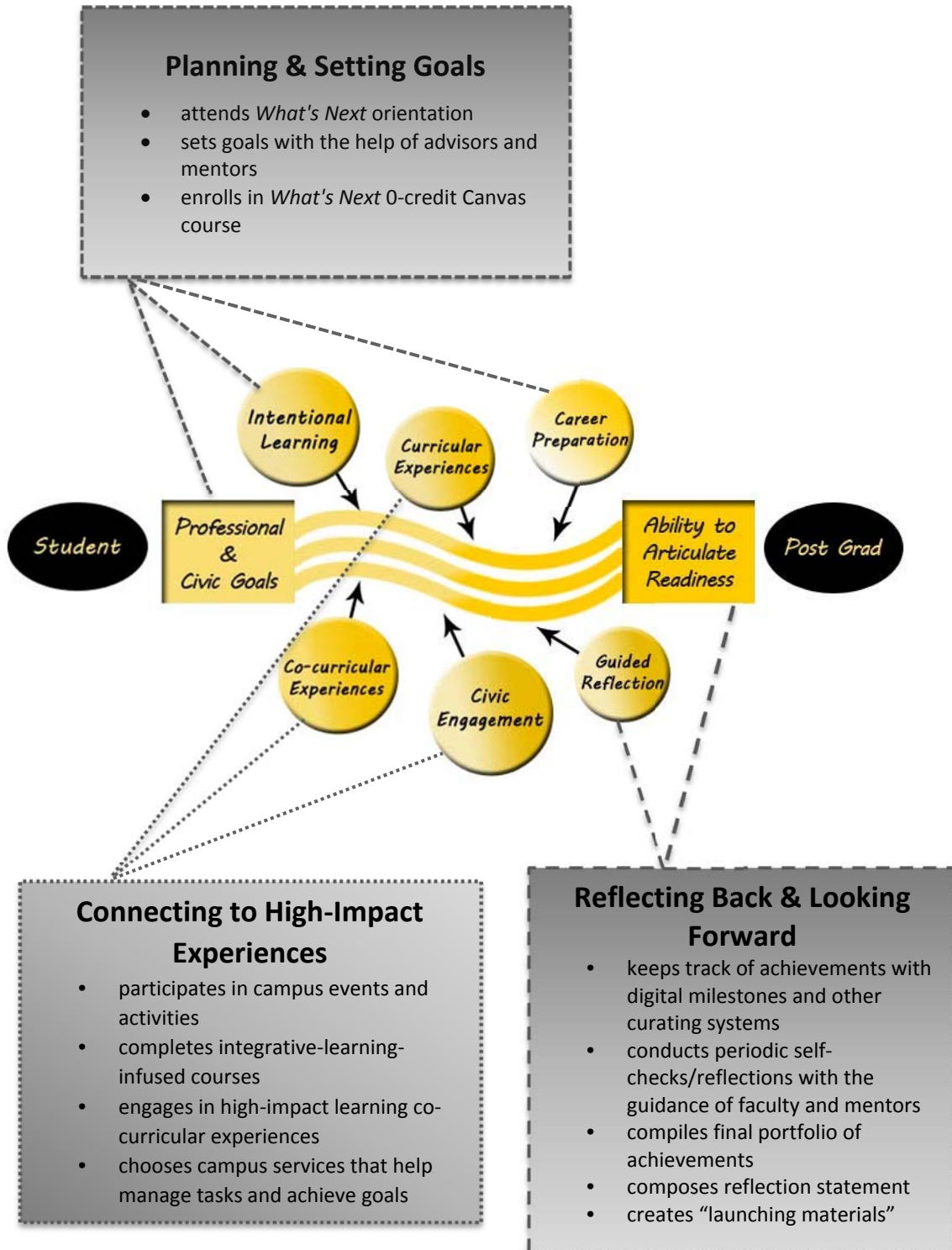- creates "launching materials"

FIGURE II-7: GRADUATION WITH DISTINCTION PROGRAM FACILITATES INTEGRATIVE LEARNING PATHWAYS

Excellence in Integrative Learning Awards

The Excellence Award will highlight outstanding achievements in particular areas of student engagement (e.g., community and civic engagement, leadership, global citizenship, research). All students who achieve Distinction will be eligible for the Excellence Award. This award, which will entail a medallion at graduation and a letter of congratulations from the Dean of Undergraduate Studies, will award each recipient $1000. Two awards will be given in each of the four areas each year (eight awards total). While the Graduation with Distinction program will be attainable by many UCF students—including transfer and FTIC and those who are full or part-time—the Excellence Award will showcase students whose academic and co-curricular achievements are truly exceptional.

Student Support Funds for Integrative Learning

Academic colleges will be eligible to apply for up to $2,500 per year, to support students' efforts to engage in integrative learning; the dispersal of these funds, like the seed funds for the "What's Next in Unifying Theme" initiative, will be overseen by the college planning committee, working in concert with the Integrative Learning Faculty Fellows. Colleges will be able to design their own criteria for eligibility and processes for awarding funds, but these are intended to serve such needs as: helping to defray travel costs for students presenting at conferences; supporting the purchase of research materials; reimbursing organization membership fees; defraying study abroad expenses, or other similar expenditures. Students at any stage of their academic careers will be eligible to apply for support funds.

GOAL 3: TO INCREASE THE NUMBER OF OPPORTUNITIES STUDENTS HAVE TO ENGAGE IN METACOGNITION, TO REFELCT ON THEIR KNOWLEDGE AND SKILLS, AND TO LEARN TO ADVOCATE SUCCESSFULLY FOR THEMSELVES

> *Reflection. Metacognition. Learning how to learn. Whatever the language or lineage, the idea of making students more self-aware and purposeful—more intentional—about their studies is a powerful one, and it is key to fostering integrative learning.* (Huber and Hutchings 7)

Just as the goal of assessment at the institutional level is the "close the loop," and thereby encourage ongoing improvement, so guided reflection offers students the opportunity to assess their progress. Students who reflect on their own learning are able not only to identify important skills and knowledge they have learned across diverse experiences—and learn to articulate these achievements to others—but they can use reflection to set new goals and develop habits conducive to lifelong learning.

INTERVENTION 3.1: PILOT IMPLEMENTATION OF SPECIFIC TECHNOLOGIES TO SUPPORT MULTIMEDIA REFLECTION "ARTIFACTS"

Because the Graduation with Distinction program and Excellence Award will require that students submit a portfolio of their work and reflection statements, and because many departments and programs will be incorporating Cornerstone and Capstone courses into their curricula, *What's Next* is in an excellent position to support innovative technologies that enable

students to curate their work, reflect on their achievements, and present their work to diverse audiences, such as e-portfolios and digital storytelling. The Office of the QEP will collaborate with campus partners, such as the Center for Distributed Learning and the UCF Libraries to implement these technologies such that they work within existing structures and systems (e.g., the Canvas course management system)

INTERVENTION 3.2: PROVIDE TRAINING AND RESOURCES FOR FACULTY AND STAFF TO INCORPORATE OPPORTUNITIES FOR STUDENTS REFLECTION AND SELF-ADVOCACY

What's Next will offer faculty development workshops so that individuals who wish to create reflection and self-advocacy (e.g., mock interview) assignments within their coursework can learn best practices and useful strategies and learn about what colleagues in different disciplines are doing. This programming will, in some cases, be made available through the Faculty Center for Teaching and Learning Summer Conference programming; in others, it will be led by the Integrative Learning Faculty Fellows; in some cases, as with the "Digital Storytelling as a Classroom Tool" pilot project (see Appendix G), the Office of the QEP offered a three-day intensive workshop for faculty and staff to "train the trainers" who will be able to serve as resources for others on campus (see also interventions 2.1 and section III.B for more discussion of faculty development).

Working in collaboration with the Center for Distributed Learning, the Office of the QEP will develop modules that may be adopted by faculty around campus. These reflection modules will be housed on the UCF Libraries website and will link to Webcourses or to other websites on campus.

iv. Benefits to UCF Students and the University

In striving to meet the needs of our undergraduates, who will face an increasingly complex and rapidly changing world when they graduate, we must provide educational experiences that enable them to develop cross-cutting skills and flexible qualities of mind: to think consciously about their thought processes, to demonstrate the skills and knowledge that they have gained in college, and to transfer the skills that they learn in their curricular and co-curricular experiences to new and challenging situations beyond the university.

The vision of *What's Next* is to create a culture of integrative learning at UCF. The three goals that support this vision will provide the blueprint for us to leverage our existing programs and resources to build that culture, one in which more of our students will not only learn valuable knowledge and skills but practice strategies to empower them to adapt and thrive in new situations. The three goals are: (1) to increase guidance and support for students to become intentional learners and to learn to set goals; (2) to increase high-impact practices in academic and co-curricular programs so that more of our students may participate in them; and (3) to increase the number of opportunities students have to engage in metacognition, to reflect on their knowledge and skills, and to learn to advocate successfully for themselves. In pursuing these goals, this QEP will help to create greater alignment of curriculum with co-curricular activities on campus, creating a more coherent experience for students while fostering cooperation among academic and student services units. By collecting meaningful data and making them available to multiple stakeholders, we will increase institutional effectiveness.

III. Institutional Capability for Implementation and Completion

A. Administrative Structure

Given this QEP's focus on improving undergraduate student learning outcomes, the College of Undergraduate Studies and Division of Teaching and Learning—which together are under the leadership of Dr. Elizabeth A. Dooley, who serves as Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies—is a natural home for *What's Next*. In her welcome to students on the College of Undergraduate Studies website, Dr. Dooley makes the following statements which speak to the centrality of integrative learning to UCF's undergraduate education:

> The University of Central Florida's academic community continues to define itself through innovation, problem solving and civic responsibility.

> The College of Undergraduate Studies is committed to helping students develop a sense of social responsibility; build strong, transferable intellectual and practical skills; and obtain the necessary knowledge and skills to meet society's growing demand. In supporting the university's curricular planning, we advocate for an integrated and innovative educational journey that empower students to become globally competitive and lifelong learners.

In addition to the College of Undergraduate Studies many other units on campus will collaborate on the various projects. The Office of Academic Program Quality currently has a dotted line responsibility for the QEP. The Vice Provost for Academic Program Quality also serves as the SACSCOC liaison. A QEP Advisory Board—whose members hail from academic programs and colleges, offices within Student Development and Enrollment Services, and Student Government—has been formed to assist the QEP Leadership Team in decision-making, planning, and implementation. Additionally, a Student Advisory Council will also be formed to provide a space for student input and participation.

Day-to-day administration of the QEP will be accomplished through the Office of the Quality Enhancement Plan, which was originally formed in 2005 during the development of the first QEP (*What if? A Foundation for Information Fluency*). This office will be headed by Dr. Anna Maria Jones, Associate Professor of English, who has been selected as the Director of the 2016 QEP. A two-time recipient of UCF's Teaching Incentive Award, widely published researcher, and former Director of Graduate Studies and Assistant Chair in the Department of English, Dr. Jones brings administrative experience and a strong commitment to innovative, interdisciplinary teaching and research to the office. Jones's membership on a number of university committees and involvement in key initiatives will help to ensure coordination of efforts and to promote a common vocabulary for integrative learning on campus. She serves as Chair of the Undergraduate Course Review Committee and Vice Chair of the University Undergraduate Council. She also serves as a member of the UCF Faculty Senate, the Faculty Center for Teaching and Learning Advisory Board, the Common Program Oversight Committee (which oversees the development of the Unifying Theme, under the auspices of the College of Undergraduate Studies), the Foundations of Excellence Engagement Team, and the *Ready, Set Work— Governor's Challenge* task force. These latter two are university-wide initiatives that, like the QEP, focus on undergraduate education with specific foci, respectively, on transfer student

retention and success and career readiness. Dr. Jones's committed participation in university shared governance and curricular development, along with the collaborative relationships with faculty and staff that she has formed over 15 years at UCF will be invaluable to the QEP office.

Dr. Jones will be responsible for the day-to-day operations of the Office of the QEP, will oversee all aspects of *What's Next,* and will work directly with UCF units and departments to accomplish the goals of the 2016 QEP. She will supervise the Coordinator, Program Assistant, Graduate Research Assistant, Faculty Fellows, and Undergraduate Student Fellows. She will report directly to Dr. Dooley, Vice Provost for Teaching and Learning.

Hank Lewis, Coordinator, holds an M.B.A. from Georgia College and has been with the QEP office for over seven years. Lewis's background in assessment and accreditation were integral to the 2006 QEP and have also been essential to the planning and development process for the 2016 QEP. Additionally, he is on the Coordinating Team for UCF's SACSCOC Reaffirmation, giving him both comprehensive knowledge of the university's processes and structure and strong working relationships with diverse campus stakeholders. Lewis has been actively involved in the Foundations of Excellence initiative, serving on the Academic Success Action Team and the Improvement Committee. He also serves on the Educational Advisory Board (EAB) Student Success Markers committee, which is involved in the implementation of the Student Success Collaborative, predictive analytics system for increasing retention and reducing time-to-degree for undergraduates. Lewis's history with the QEP and his current involvement in key university initiatives will facilitate broad-based involvement by diverse campus constituencies in *What's Next*.

Mr. Lewis will coordinate the Enhancement and Program Innovation Award and student Excellence Award programs and, with Dr. Jones, work with college- and department-level project leaders to ensure that projects serve the three overarching goals of *What's Next* and that each project's assessment plan is well-conceived and in line with its student learning outcomes. He will supervise the Program Assistant, the Graduate Research Assistant, and the Undergraduate Student Fellows and will report to the Director.

Dr. Jones and Mr. Lewis will be jointly responsible for the assessment and evaluation of the QEP. They will oversee the administration of all assessments of student learning outcomes (SLO) and will work with faculty and staff who receive enhancement and program innovation awards to ensure that SLOs are included and measured. The QEP office will utilize the proven assessment and institutional effectiveness process coordinated by the Office of Operational Excellence and Assessment Support (OEAS). OEAS will assist in monitoring and reporting performance metrics to the UCF community.

The budget includes a full-time Program Assistant to be hired in fiscal year 2016–17. The Program Assistant will provide administrative support to the QEP Director and Coordinator. One of the main responsibilities of this position will be to collect and compile high-impact courses, events, and other experiences from around campus for inclusion in the Graduation with Distinction program and, when that program is live, to process student applications for Distinction, as well as student and program petitions for vetting of high-impact experiences. Other responsibilities will include: coordination of meetings and calendars; tracking project due

dates and collecting reports; maintaining agendas and minutes of meetings; creating and maintaining necessary databases; coordinating travel and managing budget financial transactions (currently a part of the coordinator's job). The position will report to the Director and the Coordinator. In the planning and development phases this administrative support was provided by the Coordinator and Graduate Research Assistant.

The Office of the QEP will also employ a Graduate Research Assistant and two Undergraduate Student Fellows. These three student positions will maintain the *What's Next* and QEP website content and will provide general support to the Director and Coordinator. Maintaining the calendar of events and researching events to support the co-curricular components of the QEP projects will also be a part of the job responsibilities. The research assistants will also stay abreast of best practices and literature in the field of integrative learning. The assistants and fellows will be one-year, renewable, 20 hour/week appointments (see fig. III-1 for organizational chart).

Additionally, the QEP budget includes funds to hire three assessment reviewers to assist the QEP office staff in refining, assessing, analyzing, and reporting assessment data for the many projects and activities of the QEP. These advisors will be UCF employees (hired as a dual comp) with a background and proven success in assessment. These assessment reviewers will be hired in fiscal year 2016–17.

Further guidance to the Office of the QEP will come from the QEP Advisory Board. The advisory board represents a wide range of constituencies and is comprised of one representative from each college and from many other units at the university. The board also includes student representatives and officers from the Student Government Association. Many of the members of the current advisory board participated as members of the Planning and Development Committee for the QEP. The advisory board will work with office personnel to keep them up to date on campus initiatives and college/unit events and initiatives that can serve the QEP's three goals for infusing integrative learning into the undergraduate experience. They will also provide input on policies, procedures, and potential activities. A subcommittee of the advisory board will review award applications and determine which potential projects will be funded and supported. The advisory board meets once each semester with subcommittees meeting more often. Much of the work of the advisory board is also done via email based on the size of the board.

Finally, the office will support two Faculty Fellows (beginning in fiscal year 2016–17) who will work with colleges and departments on specific projects that support integrative learning. The fellows will serve as faculty mentors, offering leadership to faculty in reforming curricula and developing pathways for their departments' majors and developing integrative learning strategies in their teaching. They will also coordinate college-level efforts to plan high-impact experiences and events around the Unifying Theme (the topic of which is in development in spring 2016 for a fall 2016 roll-out). Faculty Fellows will have a one-year appointment (with a buyout of one class per semester).
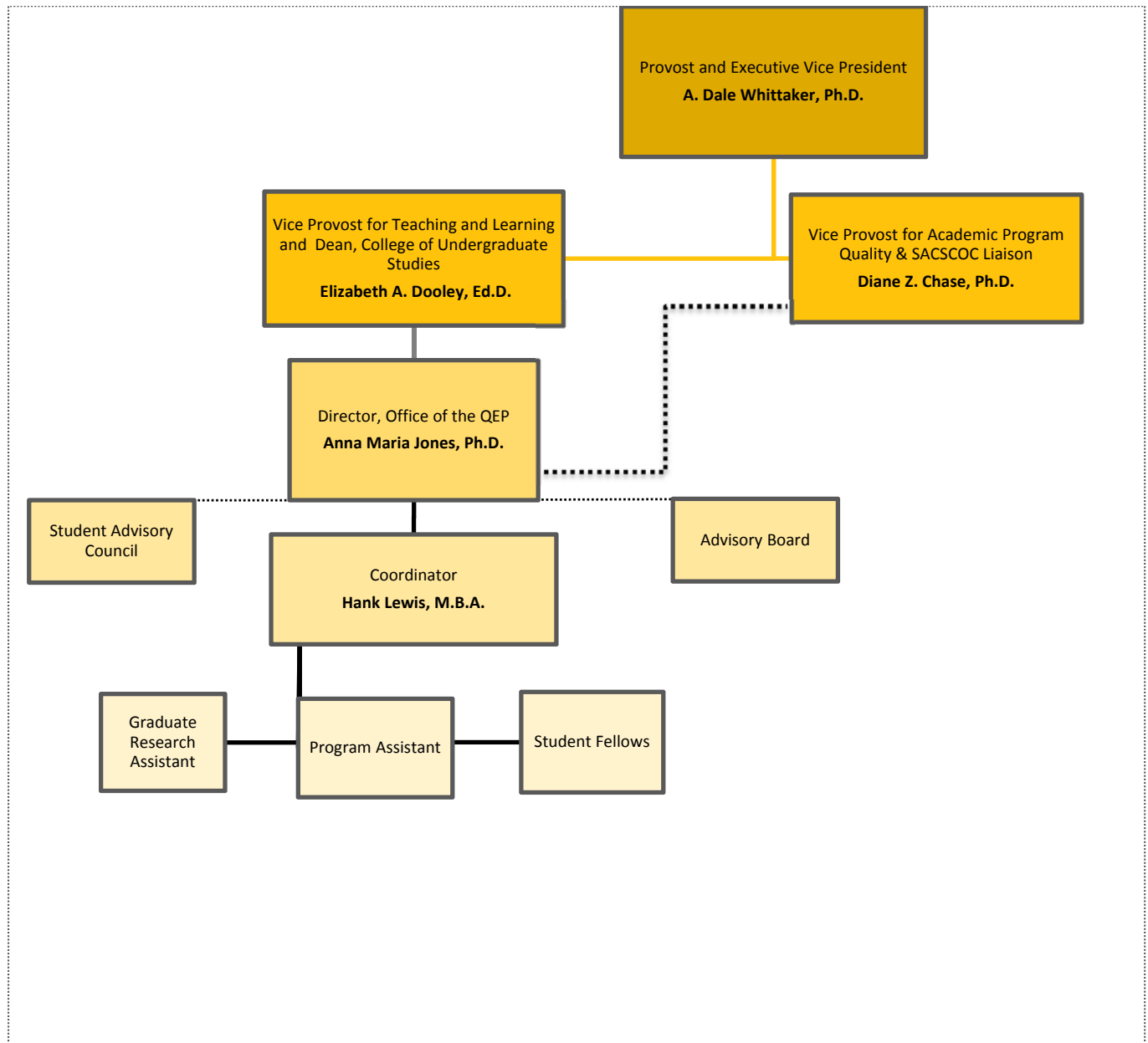
FIGURE III-1: ORGANIZATIONAL CHART

The Office of the QEP is housed in Classroom Building 1, Room 206. The office has space for three employees and a conference table. The QEP has been housed in this space for the past four years. The space is adjacent to the Karen L. Smith Faculty Center for Teaching and Learning and allows for frequent collaboration with the faculty center and with faculty members. Undergraduate and graduate student assistants may also use the faculty center space as needed. The office is also located near the Faculty Multimedia Center and the Office of Instructional Resources.

B. Professional Development

Professional development for faculty and staff are key component to the success of the Quality Enhancement Plan. *What's Next* includes numerous opportunities for faculty and staff to learn about integrative learning and how it can be implemented on the UCF campus. These include:

FACULTY CENTER FOR TEACHING AND LEARNING

The Karen L. Smith Faculty Center for Teaching and Learning is a national leader in providing professional development to faculty and Graduate Teaching Assistants. Executive Director, Dr. Melody Bowdon was central to formation of the 2016 QEP topic, serving as co-chair of the Planning and Implementation Committee. Moreover, the Faculty Center is located next to the QEP office, which allows for collaboration on a frequent basis. The Director and Coordinator of the QEP will continue to work with Dr. Bowdon and her staff in preparing integrative learning professional development support to UCF faculty and staff.

SEMINARS FOR FACULTY & STAFF

Throughout the development and implementation process, QEP personnel hosted workshops and seminars to familiarize the faculty and staff with integrative learning and to encourage faculty and staff to implement the principles and concepts in their classes, departments, and units. These workshops also introduce faculty and staff to the various awards associated with the QEP and allow time for private consultations. They also serve to encourage faculty and staff to collaborate with one another by bringing individuals from their various institutional silos together and facilitating dialogue.

FACULTY COHORTS

What's Next Faculty Fellows will lead cohorts of faculty from different departments in developing integrative learning pathways for their departments and in crafting integrative learning high-impact practices for their majors (see description of Faculty Fellows in section III.A and intervention 2.1 in section II.E.iii for more information).

SUMMER FACULTY DEVELOPMENT CONFERENCE

Each year the Faculty Center sponsors the Summer Faculty Development Conference, which has between 250 and 300 faculty and staff attend annually. The Office of the QEP is one of the collaborating units that supports the conference. The QEP track invites faculty to propose projects related to integrative learning. Proposals are vetted and selected based on specific criteria related to the QEP topic. Participants spend four days working on their projects, often in teams, and then present their deliverables at the end of the conference. Participants are given a stipend of $800/person to participate in the conference.

For the 2016 Faculty Summer Development Conference the theme is *What's Next: Integrative Learning for Professional and Civic Preparation*. Most of the participating tracks, in addition to the QEP track, will offer faculty workshops and seminars centered on the QEP theme. Dr. Saundra McGuire, a nationally recognized expert on metacognition, will be the keynote speaker for the conference and will lead two additional workshops for participants.

CURRICULUM MAPPING

Curriculum mapping is a required component of the seven-year review of each program at UCF. These efforts are assisted by workshops on how to map student learning outcomes and program outcomes in a department's curriculum. Dr. Melody Bowdon and Mr. Eric Main (Associate Director of the Faculty Center) assist departments in curriculum mapping. In addition to offering these individual department consultations, the Faculty Center also includes a track on curriculum mapping in the Summer Faculty Development Conference. Curriculum mapping is an excellent opportunity for faculty to include principles of integrative learning in their curriculum. During the 2015 Summer Faculty Development Conference Dr. Bowdon and Mr. Lewis co-facilitated a track and led a session on advanced curriculum mapping and the QEP.

NEW FACULTY ORIENTATION

The Office of the QEP participates in New Faculty Orientation (NFO) each August. QEP personnel conduct a session during NFO to explain the QEP and its importance to the UCF community. They also participate in the OneStop Shop where they can speak to new faculty members one-on-one. This is an invaluable time to introduce new faculty to the QEP and to integrative learning.

TRAINING THE TRAINERS

Many of the aforementioned professional development efforts depend on training faculty and staff who will, in turn, serve as resources for their colleagues and on building new professional development opportunities out of previous efforts. For example, cohorts of faculty who implement integrative learning projects in one year might, in a later year, participate in a faculty writing workshop, with the goal of publishing and presenting their research in Scholarship of Teaching and Learning (SoTL) venues.

C. Budget

The budget for *What's Next* is divided into phases. This format matches the development of the QEP. The budget shows two years of planning the QEP (FY 2013–14 and FY 2014–15), five years for implementation and assessment (FY 2015–16 through FY 2019–20), and a final year to ensure sustainability and continuity of the various components of the plan (FY 2020–21). This will take the 2016 QEP beyond the Fifth-Year Impact Report. The budget presented for fiscal years 2013–14 and 2014–15 are directly related to planning and development of the 2016 QEP. There were additional funds expended during those years related to the wrap-up of the 2006 QEP and to management of the QEP office which are not included in this budget (see Table III-1).

TABLE III-1: WHAT'S NEXT BUDGET

SALARY	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	Total
1) Director - Jones	$ 65,000	$ 25,000	$ 83,318	$ 83,318	$ 83,318	$ 83,318	$ 83,318	$ 83,318	$ 589,908
2) Coordinator - Lewis	$ 63,066	$ 63,066	$ 63,066	$ 70,400	$ 70,400	$ 70,400	$ 70,400	$ 70,400	$ 541,198
3) Program Assistant (OPS)	$ -	$ -	$ -	$ 31,761	$ 35,996	$ 35,996	$ 35,996	$ 35,996	$ 175,745
Subtotal	$ 128,066	$ 88,066	$ 146,384	$ 185,479	$ 189,714	$ 189,714	$ 189,714	$ 189,714	$ 1,306,851

NON-SALARY	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	Total
4) Undergraduate Asssitant(s)	$ -	$ -	$ 7,500	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ -	$ 67,500
5) Graduate Assistant(s)	$ 18,000	$ 9,000	$ 13,500	$ 13,500	$ 15,000	$ 15,000	$ 15,000	$ -	$ 99,000
6) Assessment Reviewers	$ -	$ -	$ -	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 50,000
7) Teledata, copying, and office supplies	$ 2,000	$ 2,000	$ 3,000	$ 4,500	$ 4,500	$ 4,500	$ 4,500	$ 3,000	$ 28,000
8) Technology	$ 12,454	$ 2,604	$ 5,625	$ 5,640	$ 5,655	$ 5,670	$ 5,685	$ 5,700	$ 49,033
9) Travel	$ 3,500	$ 11,400	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 86,900
10) *What's Next* website development	$ -	$ -	$ 1,500	$ -	$ -	$ -	$ -	$ -	$ 1,500
11) Marketing (including printing)	$ 5,000	$ 6,000	$ 13,000	$ 15,000	$ 10,000	$ 10,000	$ 10,000	$ 5,000	$ 74,000
University-Level Projects									
12) Environmental Transformation (milestone tracking, college pathways)	$ -	$ -	$ 25,000	$ 100,000	$ 100,000	$ 100,000	$ 75,000	$ -	$ 400,000
13) E-Portfolio Implementation (initial)	$ -	$ -	$ -	$ 5,000	$ 10,000	$ 15,000	$ 25,000	$ -	$ 55,000
14) Graduation with Distinction (courses, graduation cords, etc.)	$ -	$ -	$ -	$ 5,000	$ 6,500	$ 8,000	$ 8,000	$ 8,000	$ 35,500
15) Student Support and Recognition (Awards)	$ -	$ -	$ -	$ 37,000	$ 37,000	$ 47,000	$ 47,000	$ 47,000	$ 215,000
16) Faculty Development Seminars and Workshops (including Summer Conference)	$ 30,000	$ 5,000	$ 30,000	$ 40,000	$ 40,000	$ 40,000	$ 30,000	$ 30,000	$ 245,000
17) Integrative Learning Faculty Fellow	$ -	$ -	$ 1,500	$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ -	$ 29,500
18) College-Level Grants	$ -	$ -	$ -	$ 65,000	$ 65,000	$ 65,000	$ 65,000	$ 65,000	$ 325,000
Unit/Course-Level Projects									
19) Pilot Projects	$ -	$ -	$ 25,000	$ -	$ -	$ -	$ -	$ -	$ 25,000
20) Enhancement Awards	*	$ -	$ -	$ 70,000	$ 70,000	$ 59,500	$ 35,000	$ -	$ 234,500
21) Program Innovation Awards	*	$ -	$ -	$ 100,000	$ 100,000	$ 80,000	$ 50,000	$ -	$ 330,000
Additional Project Costs									
22) Concessions	$ -	$ -	$ -	$ 1,000	$ 2,000	$ 2,000	$ 2,000	$ 1,000	$ 8,000
Subtotal	$ 70,954	$ 36,004	$ 137,625	$ 505,640	$ 509,655	$ 495,670	$ 416,185	$ 186,700	$ 2,358,433

TOTAL COSTS	FY 13/14	FY 14/15	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20	FY 20/21	Total
Budget Totals	$ 199,020	$ 124,070	$ 284,009	$ 691,119	$ 699,369	$ 685,384	$ 605,899	$ 376,414	$ 3,665,284

* Areas not directly related to planning and development of the 2016 QEP were not included in this budget. For example, IF Awards and Travel Awards were distributed in FY 13/14. These were awarrds for projects related to the 2006 QEP, Information Fluency.

All monies come from Education and General (E&G) funds and represent new commitments or reallocated funds. Funds are distributed to the Office of the QEP through the Division of Teaching and Learning and the College of Undergraduate Studies. The attached budget shows the commitment for each year as well as the increases to sustain the plans presented in this narrative.

The budget includes funding for the administrative structure of the Office of the QEP, as well as funding for each of the areas being supported and promoted by the QEP. Monies included in the salary section and in part of the non-salary section go to establishing a structure to ensure the plan is implemented and assessed in the most efficient way possible while allowing for growth and changes in the QEP. The addition of a program assistant, graduate assistant, and undergraduate assistants allow for expansion of the QEP programs and for the collection and analysis of data. Assessment reviewers are included to ensure the assessment plans are directly related to the goals and student learning outcomes and adhere to best practices. Experiences with the 2006 QEP (Information Fluency) assisted the QEP leadership team in determining the necessary structure and the value of the assessment reviewers. These experiences also led to the inclusion of undergraduate student assistants to keep the focus on student learning

outcomes and to help with student-facing events and projects (intervention 1.3). The budget also includes funds for promoting the QEP (intervention 1.1) to the UCF community.

These university-level projects and awards for students, faculty and staff are designed to promote a campus culture of integrative learning. Funds are included for faculty and staff development through successful, well-established venues such as the annual Summer Faculty Development Conference, New Faculty Orientation, and workshops on subjects aligned with the QEP (e.g., portfolio development, milestone tracking, integrative pathway advising). These funds directly support interventions 1.2, 2.1, 2.2, 2.3, and 3.1, 3.2 and 3.3.

Funding is provided for college-level grants to assist colleges in developing pathways for students that include high-impact practices, including high-impact learning activities related to the new Unifying Theme, which will be announced at the end of spring semester for fall 2016 roll-out, as well as a program to provide guidance and recognition for students who excel in areas directly related to *What's Next* (Graduation with Distinction). Faculty fellows will be funded to serve as liaisons between the colleges and the Office of the QEP. These activities support interventions 1.2, 2.1, and 2.3.

Unit/Course-level awards are also included in the QEP budget: these will support more diverse efforts to integrate curricular, co-curricular, professional preparation, and civic engagement experiences than would be possible solely through centralized administration of initiatives. Enhancement and Program Innovation Awards are designed to allow for experimentation with new concepts and principles related to integrative learning at the unit and course-level. These awards are similar to those offered through the former QEP. Assessment of the awards granted through the Information Fluency QEP showed that course-level changes directly affected student learning outcomes and were, moreover, sustainable. These budget items support interventions 1.2, 1.3, 2.2, 2.3, 3.1, and 3.2.

At the end of each year the QEP leadership team will evaluate the effectiveness of the budget in promoting the goals and student learning outcomes of the QEP and will determine if changes need to be made in the next year's budget. This allows for a fluid budgeting process based on assessment of the different accounts and impact of personnel and projects.

D. Implementation Timeline

An implementation timeline for *What's Next* has been developed. The detailed plan is listed below and begins with the planning and development year (2014–15) and continues through writing the Fifth Year Interim Report (2021–22). The timeline is divided into specific strategic areas to facilitate continued planning, implementation, and monitoring of the progress in meeting the goals of the initiative. More detailed descriptions of the interventions, professional development, and assessment are found in other areas of the proposal.

TABLE III-2: WHAT'S NEXT IMPLEMENTATION TIMELINE

Semester	Intervention/Activity	Professional Development
Spring 2014		
	• Coordinating Team formation and initial discussions with university stakeholders	
Summer 2014		
	• Planning and Development Committee formed • QEP process website developed • Reviewed topics from 2006 • Received suggested topics and emails concerning topics	• Planning at SACSCOC Summer Institute • Presented to faculty and participated in Teaching and Learning Day (1.1, 1.2, 2.2, 2.3)
Fall 2014		
	• Continued review of submitted topics • Determined concept paper requirements • Narrowed topics to six concepts • Completed six concept papers • Developed and distributed Qualtrics survey based on concept papers • Conducted listening groups • Special edition of *Faculty Focus* featuring concept papers • Discussion with provost and chief of staff • Work groups of P&D committee reviewed all feedback	
Spring 2015		
	• Created student learning outcomes based on Integrative Learning • Developed basic assessment plan based on student learning outcomes • Refined goals, vision, and student learning outcomes • Soft launch of QEP topic to faculty at Faculty Development Summer Conference (1.1, 2.3)	• Nine-member team attended Florida Campus Compact on Engagement to discuss the QEP and refine the multiple concept papers into one unified concept including civic engagement

Semester	Intervention/Activity	Professional Development
Summer 2015		
	• Named QEP Director	• Planning at SACSCOC Summer Institute
Fall 2015		
	• Formed QEP Advisory Board (2.3) • Further refined QEP • Began marketing campaign for students (1.1) • Instituted 3 pilot projects (1.2)	
Spring 2016		
	• Announced QEP via email from provost's office (1.1) • Announced QEP "Plan, Connect, Reflect" to students via email from provost's office (1.1) • Completed timeline for implementation • Final revision of vision, goals, student learning outcomes, and assessment based on feedback from advisory board • Conduct focus group with FTIC and transfer students (1.3) • Presentations to colleges, departments, units and leadership teams across campus (2.3 & 2.1) • Call for proposals for QEP Awards for faculty & staff distributed, proposals vetted, and awards announced (2.2) • Development of key word definitions for faculty resources (1.1) • Development of *What's Next* website and linking of campus calendars to website (1.1)	• Faculty Development Summer Conference theme is the QEP theme: Saundra McGuire will be the keynote speaker and she will be conducting workshops while on campus (1.2, 2.1, 2.2, 2.3) • CFP for Integrative Learning Track in Faculty Development Conference (1.2, 2.1, 2.2, 2.3) • Four key personnel attended the Florida Campus Compact event to finalize assessment and professional development in the QEP
Summer 2016		
	• Work with other campus initiatives (FoE, EAB, UIA) (1.2 & 2.3)	• New Faculty Orientation presentation (1.1, 1.2, 2.2, 2.3)

Semester	Intervention/Activity	Professional Development
	• Post call for applications for faculty fellows (2.1) • Continue to add faculty resources to *What's Next* website (2.1) • Planning and development workgroup for Graduation with Distinction including content experts, CDL (2.4 & 3.1) • Discussion with academic advisors, program coordinators, and SDES units on formation of pathways to help guide students (1.2) • Develop integrative learning modules (1.2) • Training of faculty fellows (2.1, 2.3) • Development of testimonials and other video highlights for website (1.1)	
Fall 2016		
	• Develop general and program-tailored advising pathways for students (1.2) • Provide funds to colleges and programs to support IL efforts and development of pathways as well as unifying theme (2.3, 2.4, 3.1) • Create Student Advisory Council (1.3) • Hire and train graduate and undergraduate research assistants (1.3) • Develop criteria for Integrative Learning Excellence Awards at the college-level (2.4)	• Presentation to adjunct faculty through faculty center (1.1, 1.2, 2.2, 2.3) • Digital Storytelling workshop (3.2) • Faculty cohort program (1.1, 1.2, 2.2, 2.3)
Spring 2017		
	• Introduction of Integrative Learning Excellence Awards through the Colleges (2.4)	• QEP track in faculty development conference: pathway

Semester	Intervention/Activity	Professional Development
	• Hire program assistant to oversee Graduation with Distinction and other programs related to the QEP (2.4) • QEP Awards for faculty and staff (2.2)	development at department level (1.1, 1.2, 2.2, 2.3) • Faculty cohort (1.1, 1.2, 2.2, 2.3)
Summer 2017		
	• Pilot project using e-portfolios for reflections (3.1)	• New faculty orientation (1.1, 1.2, 2.2, 2.3)
Fall 2017		
	• Implementation of Graduation with Distinction (2.4)	• Development of e-Portfolio faculty and staff workshops (2.4, 3.1, 3.2)
Spring 2018		
	• QEP Awards for faculty & staff (2.2)	• Faculty cohort (1.1, 1.2, 2.2, 2.3) • QEP Track at Faculty Development Conference: Reflection-Best Practices (1.1, 1.2, 2.2, 2.3)
Summer 2018		
	• Continue to refine orientation materials (1.2)	• New faculty orientation (1.1, 1.2, 2.2, 2.3)
Fall 2018		
		• Faculty cohort (1.1, 1.2, 2.2, 2.3)
Spring 2019		
	• QEP Awards for faculty & staff (2.2)	• QEP Track in faculty development conference: Instructional Modules (1.1, 1.2, 2.2, 2.3) • Faculty cohort (1.1, 1.2, 2.2, 2.3)
Summer 2019		
		• New faculty orientation (1.1, 1.2, 2.2, 2.3)
Fall 2019		
		• Faculty cohort (1.1, 1.2, 2.2, 2.3)

Semester	Intervention/Activity	Professional Development
Spring 2020		
	• QEP Awards for faculty & staff (2.2)	• QEP Track in Faculty Development Conference (1.1, 1.2, 2.2, 2.3) • Faculty cohort (1.1, 1.2, 2.2, 2.3)
Summer 2020		
		• New Faculty Orientation (1.1, 1.2, 2.2, 2.3)
Fall 2020		
		• Faculty cohort (1.1, 1.2, 2.2, 2.3)
Spring 2021		
	• QEP Awards for faculty and staff	• Faculty cohort (1.1, 1.2, 2.2, 2.3)
Summer 2021		
	• Institutionalization of projects (sustainability)	
Fall 2021		
	• Write Fifth-Year Interim Report (due March 2022)	
Spring 2022		
	• Submit Fifth-Year Interim Report	

IV. Broad-based Involvement of Institutional Constituencies

A. Consensus-Building in the Development Process

Developing *What's Next* was a multidimensional process beginning in 2014. During this formative process a broad base of UCF stakeholders—undergraduate and graduate students, faculty, staff, administrators, alumni, and employers—were included in the conversations that resulted in the 2016 QEP topic. The process began with discussions among the members of the coordinating team and university-level administrators and was followed by the formation of the QEP Planning and Development Committee. This committee included at least one representative from each college, representatives from many academic and student-support units on campus, an employer, and members of the Student Government Association (see Appendix B). As described in Section I, Institutional Process, the 33-person committee was charged with leading the topic-selection process. Led by the QEP coordinating team, they reviewed the university mission, goals, and strategic plan. They also discussed a presentation based on QEP information from the SACSCOC Summer Institute and the most common errors in QEP development.

Presentations were made to the committee by Institutional Knowledge Management (IKM) and the Office of Operational Excellence and Assessment Support (OEAS) to ensure the appropriate use of data in determining the 2016 topic. From this process the committee members were careful to construct student learning outcomes that were directly based on the congruence with the university's mission and based on data.

The coordinating team provided updates to the Faculty Senate, the Office of the Provost and Executive Vice President, the SACSCOC liaison, the Student Government Association, the Board of Trustees, the Deans, Directors and Chairs Committee, the Student Development and Enrollment Services Leadership Team, the UCF Libraries, and others who were interested in the progress of the topic selection process.

To garner faculty feedback and support for the QEP topic, the coordinating team members presented the in-progress initiative and described the development process to participants in the Karen L. Smith Faculty Center for Teaching and Learning's Teaching and Learning Day and to participants at the 2014 and 2015 Summer Faculty Development Conference.

The primary site for collecting ideas for topics was the QEP website. Topics were presented electronically and were then vetted by the Planning and Development Committee. If topics were similar they were combined, and the involved parties were asked to work together on a combined topic suggestion.

An online survey was developed and published on the QEP website to solicit input on each topic. Role within, or relationship to, the university was part of the demographic information collected. The eight categories were: administrator, alumnus/alumna, community member, employer, faculty member, graduate student, staff member, and undergraduate student. The committee also asked for information on the respondent's administrative or academic support unit and their primary campus affiliation. These demographic questions were asked to ensure inclusion of individuals from all areas on campus, online students, and students at regional campuses and other sites. 625 people responded to all required questions on the survey. To

ensure student participation, members of the QEP coordinating team and staff members "tabled" in front of the student union. Results of the survey were examined by the Planning and Development Committee and reports were generated for each concept paper. The survey results were instrumental in shaping the 2016 topic.

As noted previously, listening groups were held with alumni, faculty, staff, and students. An electronic town hall meeting was held for employers, and an additional electronic town hall was open to all UCF faculty and staff. Emails were sent to all faculty, staff, and students announcing the survey and listening groups. Our campus partners—the UCF Alumni Association, Career Services, Experiential Learning, Student Development and Enrollment Services, the Office of Academic Program Quality, the College of Undergraduate Studies, the Burnett Honors College, and the Office of Undergraduate Research—were instrumental in notifying stakeholders of the opportunities to provide feedback on the QEP proposals.

A nine-member subcommittee was formed and spent three days at the Florida Campus Compact's Engagement Academy working to put together the three major themes into a cohesive proposal. The outcome was *What's Next: Integrative Learning for Professional and Civic Preparation*. Throughout the process individual committee members spoke with their representative groups and brought feedback to the larger Planning and Development Committee.

The coordinating team met with the provost who suggested some areas to consider and then after incorporating the changes the plan was presented to the President's Leadership Team for their suggestions and approval.

B. An Ethos of Collaboration

As part of the implementation stage, Dr. Anna Maria Jones was hired as QEP Director to lead the QEP and to begin the implementation stage. Dr. Jones and the QEP Leadership Team have continued to uphold an ethos of collaboration, seeking to foster networks of stakeholders who will work together to build a culture of integrative learning at UCF. At this stage student learning outcomes and specific interventions to meet the outcomes were refined and pilot projects were initiated. Additional informal focus groups have been held including faculty, staff, and students (FTIC and Transfer). A 50-member QEP Advisory Board was formed to give guidance to the Office of the QEP, and this group has been instrumental in advertising the QEP to their departments and units as well as offering valuable feedback from diverse perspectives. The advisory board has also shared their time to work on developing and reviewing the revised student learning outcomes and interventions. Members of the advisory board represent all of the colleges and many of the units in academic and student support (SDES), such as the Office of Undergraduate Research, the LEAD Scholars Academy, Career Services, the Office of Student Involvement, and the Student Government Association (SGA). In fall 2016 UCF will also form a student advisory board to offer guidance to the QEP office.

As *What's Next* entered the stage of implementation in which proposals were solicited for Enhancement and Program Innovation projects, Dr. Jones worked with Communications and Marketing to ensure that the call for proposals was widely disseminated. Additionally, efforts

have been made consistently to encourage faculty and staff from diverse academic and student services units to think creatively (and in many cases across disciplinary boundaries) about ways that their work can connect to and support integrative learning. The Office of the QEP received 29 Program Innovation proposals and 13 Enhancement proposals, with applicants from 35 academic and student services units across campus. The QEP Leadership Team has emphasized the importance of, and will work to encourage, working relationships across campus to facilitate broad-based buy-in throughout the QEP's implementation. Likewise, one of the primary tasks of the Office of the QEP in 2016 will be to work with academic and student services units to catalog existing integrative learning experiences—courses, events, and activities beyond the programs already described in this proposal (see section II.D for more information on existing resources)—and to identify opportunities to expand or adapt these. One of the benefits, as well as challenges, of an ambitious QEP topic like *What's Next*, is that it affords opportunities for many different kinds of interventions, at all levels of instruction. While the QEP Leadership Team will continue to disseminate clear, consistent messaging about the benefits of integrative learning to UCF undergraduate education, one of those messages will continue to be that integrative learning is a process from which any student at any stage of their career, in any major—whether in STEM, the arts and humanities, or pre-professional disciplines—can benefit, no matter their professional, civic, or even personal goals.

V. Assessment

OVERVIEW OF THE ASSESSMENT PROCESS

A comprehensive assessment plan has been developed and will be overseen by the Director and Coordinator in the Office of the QEP. They will guide the implementation of and modifications to the assessment plan. The overall success of *What's Next* will be assessed on two registers: the success of the three student learning outcomes and the success of the three overarching goals. Because multiple interventions will often happen simultaneously, data will be collected over the entire timeframe of the QEP.

The Office of Operational Excellence and Assessment Support (OEAS) has been foundational in helping the QEP leadership team craft the assessment plan; they will continue to assist in analyzing data and results and will offer suggestions for improvement. For example, OEAS personnel have been available to faculty and staff involved in the three pilot projects and have engaged in one-on-one consultations with those submitting QEP Award proposals.

Initially, data will be collected and stored in the Office of the QEP and on the QEP website. As the need for data and data analysis increases, a common portal will be established so that multiple stakeholders can access the data. This centralized portal will allow data to be shared among interested constituents. Data collected through surveys conducted by OEAS will be housed on their website in the knowledgebase.

Because the learning process is cumulative and discontinuous, student learning outcomes have been designed to indicate "benchmark," "milestone," and "capstone" levels of mastery, with the benchmark level representing knowledge acquisition (e.g., identification of key concepts), the milestone level representing the ability to analyze (e.g., comparison, contrast), and the capstone level representing the ability to synthesize ideas in new contexts (e.g., complex problem-solving). All of these stages of learning are important, and so our assessment measures will address both basic and more advanced learning outcomes. These will be captured by testing, course assignments, portfolios, juried performances, and so on. Some of the benefits of integrative learning relate to what might be described as student attitudes or dispositions; these will be measured in student responses to surveys.

Because the three primary goals of this QEP are designed to increase integrative learning resources and high-impact practices campus-wide, we will also measure outcomes that are indirectly (but importantly) related to student learning, such as the saturation of high-impact practices in undergraduate curricula, and the percentage of students participating in integrative learning activities. Using recent (2014–15) NSSE, First-Destination, and Graduating Senior Survey data as a baseline, we will track student engagement in integrative learning activities (e.g., participation in high-impact practices, interactions with faculty and staff in goal setting and career preparation, critical reflection). Incremental increases of three to four percent annually (for three years) have been selected as one of the assessment measures of these goals.

As with all assessment and institutional effectiveness plans at UCF, formative evaluation methods and consistent data analysis will ensure continuous improvement over the course of the QEP. For example, data obtained from interventions and associated projects in the first year of the QEP will be used to improve, modify, or revise associated projects and activities in year

two. If data demonstrate that an intervention is not helpful, the intervention will be modified or eliminated.

The QEP as a whole will be evaluated according to university-wide institutional effectiveness and assessment processes administered by OEAS. These processes include clearly defining the mission, vision, goals, and outcomes of the QEP. Then, specific measures will be developed on the basis of the student learning outcomes and reviewed by peer evaluators. At the end of each academic year, the plan will be evaluated by the Office of the QEP, which will compile the data, note the strengths and weaknesses of the plan, and reflect on the progress being made. These results and reflections will then be reviewed by a peer evaluator for suggestions on improvement and discussions about moving forward or modifying a measurement. A plan will then be developed for the following year based on data from the current year, thus promoting continuous improvement. This process will continue through the completion of the project, allowing for multiple rounds of data analysis and reflection, modifications, improvement—in short, closing the loop. This will ensure consistency and continuity over the course of the QEP.

Assessment of the overall QEP has the most value when we are able to reach specific conclusions about the students, faculty, staff, and colleges participating in high-impact learning experiences. Taking this into account and anticipating the large number of students who will be participating in the QEP, we recognize the need to use a random-sampling strategy to evaluate students' completed work. The sampling group will include students who have completed curricular and co-curricular experiences that have been designated as high-impact.

STUDENT LEARNING OUTCOME ASSESSMENTS

While it is not realistic to expect that every department or unit would participate equally in every SLO, the clearly defined goals and specific student learning outcomes provide a unifying foundation for *What's Next*, in which many diverse departments and units may participate while still remaining attuned to the requirements and needs of their own students. The intent is to create a university-wide framework or point of reference that may be used in annual assessment evaluations. Most of the assessments will be embedded in individual programs; the Office of the QEP will work with these programs to ensure that consistent vocabulary and criteria are used in the program-tailored rubrics. These measures are addressed in Table V-1.

TABLE V-1: ASSESSMENT OF STUDENT LEARNING OUTCOMES

SLO1: Intentional Learning	Measures	Assessment
Benchmark: Identifies connections between life experiences and academic knowledge; identifies goals	Web modules to introduce important concepts, resources, and information	Embedded tests
Milestone: Compares life experiences and academic knowledge; purposefully selects and develops diverse	Reflection assignments attached to high-impact classroom and co-curricular activities that ask students	Course-embedded and activity-linked rubrics

experiences and develops abilities to meet goals	to compare experiences and to articulate goals	
	Pathways check-points to register students' progress in 3 C's milestones	EAB success markers will assist advisors in guiding students through their pathways
Capstone: Synthesizes connections among academic knowledge, experiences, and skills to develop a complex understanding of their experiences in relation to their self-development and aspirations	Graduation with Distinction portfolio (and other capstone portfolios) will include a reflection essay component	VALUE rubric (or program-specific adaptations of VALUE rubric)
	High-Impact experiences with juried performances (Honors in the Major theses, senior design projects, creative portfolios, etc.)	Track numbers of students successfully completing designated high-impact experiences
SLO2: High-Impact Learning & Transfer of Skills	**Measures**	**Assessments**
Benchmark: Uses in a basic way skills, abilities, theories, or methodologies, gained in one situation to a new situation	Embedded assignments in benchmark (gateway) courses	Competency tests
Milestone: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues	High-impact assignments in milestone courses and co-curricular activities	Course-embedded and activity-linked rubrics
Capstone: Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways	Major project in senior-level high-impact course (essay, case study, group project) High-Impact experiences with juried performances (Honors in the Major theses, senior	Course-embedded rubrics Track numbers of students successfully completing designated high-impact experiences VALUE rubric

	design projects, creative portfolios, etc.) Graduation with Distinction portfolio (and other capstone portfolios) will include a reflection essay component	
SLO3: Metacognition & Self-Advocacy	**Measures**	**Assessments**
Benchmark: Describes own performances, skills, and knowledge with general descriptors or success and failure Identifies key elements of successful communication and recognizes important conventions for communicating with disciplinary and professional audiences	Web modules to introduce important concepts, resources, and information	Embedded self-assessments
Milestone: Evaluates changes in own learning over time; articulates strengths and challenges in specific contexts to increase effectiveness Demonstrates ability to effectively communicate experiences and knowledge within university contexts	Reflection assignments attached to high-impact classroom and co-curricular activities that ask students to compare experiences and to articulate goals	Course-embedded and activity-linked rubrics
Capstone: Demonstrates the ability to reflect critically on past experiences and to envision a future self that builds on these experiences Demonstrates ability to persuasively articulate knowledge, experiences, skills, and qualifications to	Graduation with Distinction (and other Capstone experiences) "launching materials" (e.g., cv or resume, cover letter)	Embedded rubrics

diverse audiences both within and beyond the university		
	Mock interviews and other presentations	Rubrics
	Graduating Student Survey First-Destination Survey NSSE Survey Project CEO Survey	Employment data

The success of *What's Next* will also be measured by the three goals presented in Section III. These measures are addressed in Table V-2

TABLE V-2: ASSESSMENT OF QEP BY GOALS

Goal	Measure	Assessment
Goal1: To increase guidance and support for students to become intentional learners and to learn to set goals.	• Establish a virtual community for students, faculty, staff, and advisors. • Develop and implement an integrative learning (IL) module in Webcourses that introduces the UCF community to definitions related to IL, information on charting an IL path, offices that offer high-impact learning experiences, and courses designated as high-impact learning.	• Number of faculty assigning the module (increase over time) • Number of students accessing the modules (increase over time)
	• Increase from 28% to 37% (3% per year over 3 years) first-year students who "Talked about career plans with a faculty member." • Increase from 34% to 43% (3% per year over 3 years) senior students	• NSSE • Graduating Senior Survey

	who "Talked about career plans with a faculty member." • Increase from 24% to 36% (4% per year over 3 years) first-year students who "Discussed your academic performance with a faculty member." • Increase from 30% to 42% (4% per year over 3 years) senior students who "Discussed your academic performance with a faculty member." • Increase from 88.4% to 91% graduating seniors who answer "Do you feel you could ask a faculty or staff member for: Advice about career decisions."	
Goal 2: To increase high-impact practices in academic and co-curricular programs so that more of our students may participate in them.	• Provide faculty and staff development opportunities to increase the number of high-impact practices available to students and to mitigate the silo effect on campus.	• Creation of faculty cohorts to discuss high-impact practices. • Surveys of Faculty Cohorts • Surveys from Faculty Development Conferences • Develop and implement survey related to silo effect.
	• Increase from 49% to 58% (3% per year over 3 years) first-year students who "Connected your learning to societal problems or issues." • Increase from 61% to 70% (3% per year over 3 years) senior students who "Connected your	• NSSE • Graduating Senior Survey

	learning to societal problems or issues." • Increase from 72% to 81% (3% per year over 3 years) first-year students who applied "facts, theories, or methods to practical problems or new situations." • Increase from 77% to 86% (3% per year over 3 years) seniors who applied "facts, theories, or methods to practical problems or new situations." • Increase from 45% to 57% (4% per year over 3 years) first-year students who "Worked with other students on course projects or assignments." • Increase from 61% to 73% (4% per year over 3 years) seniors who "Worked with other students on course projects or assignments."	
	• Instructors will develop an appropriate assignment to evaluate high-impact student learning outcomes for each course. Assignments might include: portfolios, artwork, papers, presentations, journals, performances, focus groups, discussions	• Percentage of faculty who use a designated high-impact practice in one or more of their courses in the past year • Percentage of faculty by College who employ a designated high-impact practice in one or more of their course in the past year

		• Number of faculty by college who include a high-impact experience in the past year
	• Develop a process to designate courses and co-curricular programs with significant high-impact learning experiences.	• Total number of high-impact practices offered to students in the past year • Percentage increase in the number of high-impact practices offered to students in the past year • Total number of high-impact practices by college offered to students in the past year • Percentage increase in the number of high-impact practices by college offered to students in the past year
Goal 3: To increase the number of opportunities students have to engage in metacognition, to reflect on their knowledge and skills and to learn to advocate successfully for themselves.	• Establish portfolio system and repository for reflection artifacts	• Number of departments using portfolio system • Increase in number of departments using system • Number of artifacts in the repository • Increase in number of artifacts in the repository
	• Increase from 60% to 69% (3% per year over 3 years) first-year students who "Examined the strengths and weaknesses of your own views on a topic or issue." • Increase from 65% to 74% (3% per year over 3 years) seniors who "Examined the strengths and weaknesses of your own views on a topic or issue."	• NSSE • Graduating Senior Survey

	• Increase from 67% to 76% (3% per year for 3 years) first-year students who formed "a new idea or understanding from various pieces of information." • Increase from 72% to 81% (3% per year for 3 years) seniors who formed "a new idea or understanding from various pieces of information."	
	• Implement Excellence in Integrative Learning Awards (students)	• Number of students applying for the awards • Increase in number of students applying for the awards • Number of students in each college applying for the awards • Increase in number of students in each college applying for the awards

In addition to the university-wide assessment process, the Office of the QEP will also give an end-of-year report to the Division of Teaching and Learning and College of Undergraduate Studies. This report will highlight successes and strengths during the year and will examine weaknesses and opportunities for improvement. This process will allow for valuable input from colleagues within the Division of Teaching and Learning and College of Undergraduate Studies. Because the QEP is a dynamic process and QEP awards are given on an annual basis, results from the assessment of individual projects will influence the report and assessment of the overall QEP.

It is expected that many of the assessment strategies and measurements will overlap in various combinations. For example, a high-impact practice may lead to a work that would be included in an e-portfolio, and then the student may write a reflection on the process and work. This further integrates and connects the various learning experiences. Additionally, it is expected that the student learning outcomes and assessment methods of projects selected through the QEP Awards (Enhancement and Program Innovation) will align with the various interventions expressed in the student learning outcomes.

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Appendices

Appendix A: College of Business Administration Career Preparation Program Results

University of Central Florida
College of Business Administration

Changes in employment at time of graduation for College of Business Administration students. The chart shows the difference in students' opportunities between spring 2013 and summer 2015. During this time period the college implemented a required four-semester integrative learning course sequence and related programming for majors. As part of their coursework, students met with career coaches and selected activities such as attendance at company information sessions, networking events, and panel discussions with successful alumni.

Semester	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Summer 2015	Total		YOY Change: 2013-2014 to 2014-2015
Responses	567	530	558	577	761	303	3653		23.0%
Seeking Employment	414	404	413	490	640	254	2890		38.3%
	73%	76%	74%	85%	84%	84%	79%		
Status = Looking	187	193	200	206	235	107	1245		12.2%
Status = Already Working	98	82	79	98	122	58	610		36.6%
Status = FT Offer	87	63	86	141	220	59	700		142.3%
Status = PT Offer	43	64	45	66	77	33	369		31.2%
	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Summer 2015	Total		
FT Employment Rate at Graduation	44.7%	35.9%	40.0%	48.8%	53.4%	46.1%	45.3%		34.8%
Options at Graduation (Already Working + FT + PT)	55.1%	51.7%	50.8%	62.2%	65.5%	59.1%	58.1%		24.5%
Placement Gift (Already Working)	23.7%	20.3%	19.1%	20.0%	19.1%	22.8%	21.1%		-0.9%
Failure Rate (Want to work, but no options)	44.9%	48.3%	49.2%	37.8%	34.5%	40.9%	41.9%		-25.8%

Appendix B: Committees and Teams

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Director of Development, Boys Town Central Florida

Pat Lancey
Assistant Vice President, Operational Excellence and
Assessment Support

Glenn (Hank) Lewis
Coordinator, SACSCOC Reaffirmation & Quality
Enhancement Plan, Undergraduate Studies
Coordinator, 2006 QEP

Martha Marinara
Professor, Writing & Rhetoric,
General Education Program Representative
Director, 2006 QEP

Brett A. Morrison
Coordinator, Karen L. Smith Faculty Center for
Teaching and Learning & SACSCOC Reaffirmation

Patsy Moskal
Associate Director, Research Initiative for Teaching
Effectiveness

Tammy Muhs
Lecturer & Assistant Chair, Department of Mathematics, College of Sciences

Daniel (Dan) Murphree
Associate Professor, History & Faculty Fellow, Karen L. Smith Faculty Center for Teaching and Learning

Fidelia Nnadi
Associate Professor, Civil, Environmental & Construction Engineering, College of Engineering and Computer Science & Director, CECS Office of Diversity and Inclusion

Alice Noblin
Assistant Professor, Health Management and Informatics, College of Health and Public Administration

Reid Oetjen
Associate Professor, Health Management and Informatics & Chair, Faculty Senate

Heather Peña
Director, College Relations, Outreach & Engagement, UCF Alumni Association

Kimberly Schneider
Director, Office of Undergraduate Research

Blake Scott
Professor & Director of Degree Programs, Writing & Rhetoric, College of Arts & Humanities

Youcheng Wang
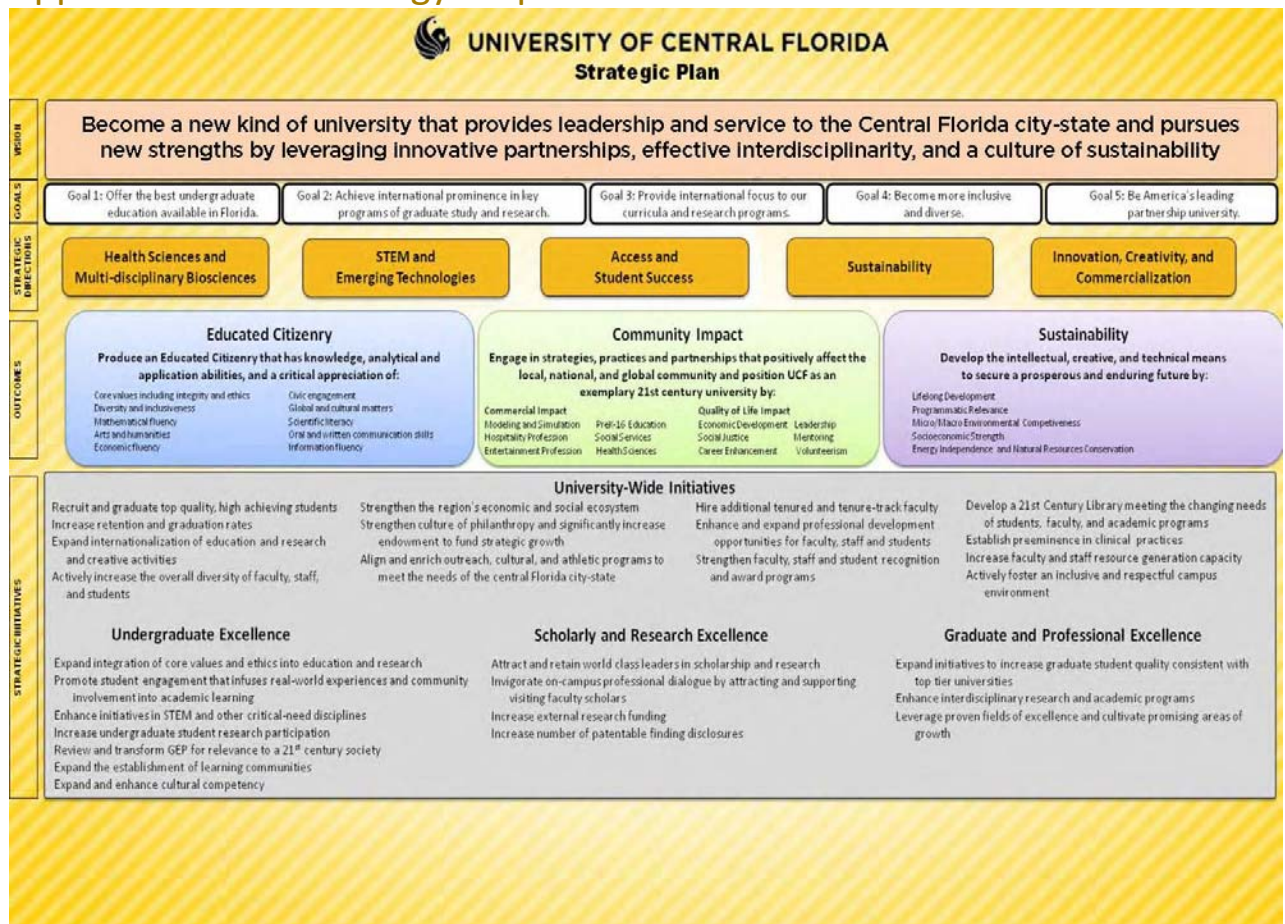Professor & Associate Dean, Rosen College of Hospitality Management

Kerry Welch
Associate Vice President, Student Development & Enrollment Services

Amy Zeh
Assistant Director, Office of Experiential Learning

Appendix C: UCF Strategy Map

Appendix D: Experiential Learning Continuous Quality Improvement Report, 2014–15

CQI Report, 2014 - 2015
(Summer 14, Fall 14, Spring 15)
Comparing Employer Evaluations and Student Evaluations
using independent sample t-tests ($p < 0.05$)
All Majors

5-point scale:
5=Outstanding; 4=Very Good; 3=Average; 2=Marginal; 1=Unsatisfactory

COMMUNICATION	Employer Evaluation Mean	Student Evaluation Mean	P value	Conclusion: Who rated the student higher on this variable, the employer or the student
Speaks with clarity and confidence	4.44	4.28	0.00	Employer
Writes clearly and concisely	4.44	4.34	0.00	No statistical difference was found
Makes effective presentations	4.40	4.24	0.00	Employer
Exhibits good listening skills	4.49	4.47	0.10	No statistical difference was found
Exhibits good questioning skills	4.47	4.37	0.00	Employer
CONCEPTUAL / ANALYTICAL ABILITY	Employer Evaluation Mean	Student Evaluation Mean	P value	Conclusion: Who rated the student higher on this variable, the employer or the student
Evaluates situations effectively	4.37	4.34	0.12	No statistical difference was found
Solves problems / makes decisions	4.34	4.34	0.85	No statistical difference was found
Identifies and suggests new ideas	4.36	4.28	0.00	Employer
Demonstrates original and creative thinking	4.39	4.34	0.00	Employer
LEARNING / THEORY AND PRACTICE	Employer Evaluation Mean	Student Evaluation Mean	P value	Conclusion: Who rated the student higher on this variable, the employer or the student
Accesses and applies specialized knowledge	4.45	4.42	0.73	No statistical difference was found
Applies classroom learning to work situations	4.41	4.34	0.00	Employer
Learn new material quickly	4.53	4.47	0.00	Employer

Office of Experiential Learning, March 2016   1

PROFESSIONAL QUALITIES	Employer Evaluation Mean	Student Evaluation Mean	P value	Conclusion: Who rated the student higher on this variable, the employer or the student
Assumes responsibility / accountable for actions	4.53	4.57	0.19	No statistical difference was found
Exhibits self-confidence	4.43	4.32	0.00	Employer
Possesses honesty / integrity / personal ethics	4.70	4.68	0.21	No statistical difference was found
Shows initiative / is self-motivated	4.51	4.54	0.07	No statistical difference was found
Demonstrates a positive attitude toward change	4.57	4.47	0.00	Employer
TEAMWORK	**Employer Evaluation Mean**	**Student Evaluation Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Works effectively with others	4.63	4.57	0.00	Employer
Understands and contributes to the organization's goals	4.55	4.56	0.73	No statistical difference was found
Demonstrates flexibility / adaptability	4.55	4.54	0.39	No statistical difference was found
Functions well on multidisciplinary teams	4.53	4.51	0.21	No statistical difference was found
LEADERSHIP	**Employer Evaluation Mean**	**Student Evaluation Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Gives direction, guidance, and training	4.28	4.27	0.56	No statistical difference was found
Manages conflicts effectively	4.27	4.28	0.72	No statistical difference was found
Motivates others to succeed	4.31	4.35	0.04	Student
TECHNOLOGY	**Employer Evaluation Mean**	**Student Evaluation Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Uses technology, tools, instruments, and information	4.52	4.48	0.00	Employer
Understands the technology of the discipline	4.49	4.44	0.00	Employer
DESIGN AND EXPERIMENT SKILLS	**Employer Evaluation Mean**	**Student Evaluation Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**

Office of Experiential Learning, March 2016   2

Displays ability to design a component, system, or process	4.39	4.27	0.00	Employer
Analyzes and interprets data efficiently	4.37	4.30	0.00	Employer
WORK CULTURE	**Mean**	**Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Understands and works within the culture of the group	4.55	4.55	0.76	No statistical difference was found
Respects diversity	4.65	4.68	0.051	No statistical difference was found
Recognizes political and social implications of actions	4.49	4.53	0.01	Student
Understands own emotions	4.48	4.51	0.046	student
Controls own emotions	4.47	4.46	0.451	No statistical difference was found
Understands the emotions of others	4.45	4.45	0.90	No statistical difference was found
Able to take the perspective of others	4.46	4.52	0.00	student
ORGANIZATION / PLANNING	**Mean**	**Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Sets goals and priorities	4.39	4.45	0.00	student
Manages several tasks at once	4.43	4.44	0.46	No statistical difference was found
Allocates time to meet deadlines	4.40	4.40	0.72	No statistical difference was found
EVALUATION OF WORK HABITS	**Mean**	**Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Professional attitude toward work assigned	4.61	4.58	0.01	Employer
Quality of work produced	4.51	4.52	0.45	No statistical difference was found
Volume of work produced	4.42	4.42	0.60	No statistical difference was found
Attendance and Punctuality	4.54	4.47	0.00	Employer
OVERALL	**Mean**	**Mean**	**P value**	**Conclusion: Who rated the student higher on this variable, the employer or the student**
Overall rating of the student's performance this term	4.53	4.36	0.00	Employer

Appendix E: Office of Undergraduate Research Opportunities

UCF UNDERGRADUATE RESEARCH OPPORTUNITIES
ALL MAJORS

Program	Student Year	Target Student	Application Deadline	Possible Compensation	Additional Information
Burnett Research Scholars www.research.honors.ucf.edu	All undergraduates	All	February (summer grants) June (fall grants) October (spring grants)	✔	Students must have completed at least one semester at UCF and have at least two semesters left before they graduate; students must have at least a 3.2 UCF GPA.
Honors in the Major (HIM) www.research.honors.ucf.edu	Juniors and Seniors (60+ credit hrs; 12+ upper division credits)	Students who want to graduate with "Honors in the Major" distinction and produce original work	Beginning of each semester (fall, spring, and summer)	✔	Students must have at least two semesters to devote to this research project, a 3.5 GPA in their major, and a 3.2 GPA in their upper division courses.
LEAD Scholars Academy Undergraduate Research Program www.lead.sdes.ucf.edu	Juniors and Seniors	Third and fourth year students, transfer students	November	✔	Students will be paid for 10 hours of research per week.
McNair Scholars Program www.mcnair.ucf.edu	Juniors preferred (60+ credit hours)	First-generation students who demonstrate financial need and/ or are members of a group underrepresented in graduate	Early September	✔	Students must have two full academic years left before graduation and a 3.0 GPA. The McNair research experience takes place during the summer term.
OUR Student Research Grant www.our.ucf.edu/opportunities	All undergraduates	All	March (summer grants) July (fall grants) October (spring grants)		Students will be awarded up to $500 for individual projects, or up to $1000 for group projects to fund undergraduate research or creative projects in collaboration with UCF faculty.
Research and Mentoring Program (RAMP) www.aap.ucf.edu	Juniors preferred (60+ credit hrs)	Preference given to first-generation students who demonstrate financial need and/or are underrepresented in graduate education	Early September	✔	Students must have two full academic years left before graduation and a 3.0 GPA. Students will be paid $8 an hour for up to 20 hours/week.
Summer Off-Campus Research Experiences www.our.ucf.edu/opportunities	All undergraduates	Wide variety, see website	Early spring	✔	These are paid research experiences at other national or international institutions.
Summer Undergraduate Research Experience (SURF) www.our.ucf.edu/opportunities	All undergraduates	All	March	✔	Students must have completed at least one semester at UCF and have a 2.5 GPA.
Undergraduate Research Initiative www.argis.research.ucf.edu	All undergraduates	All	Rolling until funding is exhausted	✔	This grant is awarded through the Office of Research and Commercialization. A one-for-one student wage match commitment is required for this program.

OUR | Office of Undergraduate Research   www.OUR.ucf.edu

UCF
OPPORTUNITY
UNDERGRADUATE RESEARCH OPPORTUNITIES
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) ONLY

Program	Student Year	Target Student	Application Deadline	Possible Compensation	Additional Information
EXCEL / COMPASS Program www.excel.ucf.edu	Sophomores	EXCEL / COMPASS students	Fall semester for spring research	✔	Students must have a 3.0 GPA and must work 10 hours/week in an engineering or science lab during the spring semester of their sophomore year.
Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP) www.diversity.cecs.ucf.edu	Freshmen and Sophomores	Underrepresented groups (African Americans, Native Americans and Hispanics)	November – December March – April	✔	Applicants must maintain a 3.0 GPA, have a desire to pursue graduate education, and participate in research during the fall and spring semesters.
National Action Council for Minorities in Engineering (NACME) www.diversity.cecs.ucf.edu	Freshmen and Sophomores	Underrepresented groups (African Americans, Native Americans and Hispanics)	November – December March – April	✔	Applicants must maintain a 2.5 GPA and participate in an internship or research experience during their fall and spring semesters.
Program for Undergraduate Research Experience (PURE) www.med.ucf.edu/biomed/ academics/student-research/ mm-pure/	Juniors and Seniors	Burnett School of Biomedical Sciences majors intending to continue their education in graduate school, medical school, or other health professional programs	January – March		Students must have a 3.4 GPA and commit at least 10 hours/week to a research project for consecutive summer, fall, and spring terms. Completion of Quantitative Biological Methods and some upper division coursework before entering the program is preferred, but not required.
Research and Mentoring Activities (RAMA) www.diversity.cecs.ucf.edu	Freshmen and Sophomores	Underrepresented groups (African Americans, Native Americans, and Hispanics)	November – December March – April	✔	Applicants must maintain a 3.0 GPA, have a desire to pursue graduate education, and commit to a research project during their fall and spring semesters.
Learning Environment and Academic Research Network (L.E.A.R.N.) www.our.ucf.edu/learn	F-L.E.A.R.N. (Freshmen)	First time in college	March (during last semester of high school)	✔	This is a living-learning community; students will live in the UCF residence hall together. Students are required to enroll in a L.E.A.R.N. course each semester during their freshman year, and complete a 12 week research apprenticeship (3 hours per week).
	T-L.E.A.R.N. (Juniors)	Transfer students	April (during last semester at state college)	✔	Students must have at least a 3.0 GPA, enroll in a L.E.A.R.N. course each semester during their first year on campus, and complete a spring semester research experience (10-20 hours/week).

OUR | Office of Undergraduate Research

www.OUR.ucf.edu

Need help getting started? Please contact the Office of Undergraduate Research for information about peer advising drop-in hours or appointments.

Appendix F: eli² 2014 Newsletter

eli²

Engineering Leadership & Innovation Institute at UCF

The mission of eli² is to help students discover their burning desire and confidence to **create, innovate, collaborate** and **deliver world-changing solutions**.

The eli² Story

"UCF excels at producing fundamentally sound engineers, according to industry," says Tim Kotnour, industrial engineering professor and director of eli². "Our intention with eli² is to provide students opportunities throughout their entire academic experience to develop a skill set that distinguishes them when they graduate."

Rising above the competition can be daunting, considering the nation produces more than 80,000 new engineering graduates each year. And UCF is one of the largest producers.

Kotnour and his team have built an institute from the ground up with programming designed to touch UCF engineering and computer science students – all 8,000 of them – such as the Leaders Up Close Seminar Series, an undergraduate minor (or certificate) in Engineering Leadership, professional development opportunities, and dedicated Maker Spaces to unleash creativity that leads to marketable innovations.

While many engineering colleges offer professional development programs, the most distinguishable feature of UCF's engineering leadership institute is lifelong engagement. Through eli², professionals can get a master's degree in engineering management.

Ultimately, the goal is to inspire not just leadership in students but a real passion for engineering – a field that comes with such academic rigor that student retention is a priority.

"Convincing our students to stay in engineering and computer science is a huge win," says Kotnour.

It's a win not only for UCF, but also Duke Energy, which supports eli² and sees it as a valuable pipeline for filling internships. "Duke Energy's top priorities are workforce development and education," says district manager Tricia Setzer, "and eli² fits both. Students are learning that there's more to know as a professional than what is learned in the classroom."

Why eli²? Because inside every engineer & computer scientist is a heart that desires to make the world better.

Bolstering Creativity and Innovation at UCF

Lab Launch!

UCF-CERTIFIED Maker Space @UCF

Texas Instruments Innovation Lab
Bring ideas to this space to quickly build first-stage prototypes with 3D printers, laser cutters, Texas Instruments components and other high-tech equipment. Materials such as plastic, foam and metal are available. Staffed by professional advisors.

TEXAS INSTRUMENTS Innovation Lab
1,048 s.f.

625 s.f.

Manufacturing Lab
2,123 s.f.

Manufacturing Lab
Build and refine more late-stage prototypes here. The lab offers heavy manufacturing equipment for cutting, machining and sanding. Staffed by professional advisors. The UCF School of Visual Arts and Design can provide design assistance.

Harris Corporation Gathering Lab
Meet with teammates and discuss projects in this space equipped with round whiteboard tables designed by UCF faculty.

HARRIS Gathering Lab
12 round 60" tables in open atrium

Idea Lab
1,034 s.f.

Idea Lab
Enter this glass-enclosed creativity space to go through hosted brainstorming exercises, sketch out ideas on the walls and tables and use the idea-generating technology provided.

Rapid prototyping is faster and easier than ever at UCF in this lab complex strategically designed to turn ideas into marketable innovations. Opened in fall 2014, these Maker Spaces are available to all UCF students.

Located in the atrium of the Engineering II Building, University of Central Florida main campus, Orlando.

Thank You

A RICH HISTORY OF INNOVATION

TEXAS INSTRUMENTS

Who'd have thought that a toy would start a technology revolution?

Gene Frantz was onto something when he worked as the system designer for the TI Speak & Spell in the 1970s.

The UCF electrical engineering alumnus and retired TI principal fellow is often called the "father of digital signal processing" for his role in creating the technology inside the beloved early learning device, which featured the world's first linear predictive coding DSP integrated circuit.

That early platform technology helped to build the innovative smart device industry prevalent today.

The new UCF Maker Space lab complex offered by eli² is unique because it's specifically designed to encourage and replicate what occurs every day in industry, when collaboration between the hard and soft sciences occurs in cross-functional, multidisciplinary teams that strive to transform ideas into next-generation products.

"Innovation is our wheel house," said Steve Lyle, TI director, University and Engineering Workforce Development, "so this is something we want to be a part of."

GLOBAL INNOVATORS

HARRIS

Most people in the high-tech communications and information technology industries know the Harris Corporation. The international company, in business for 117 years, serves government and commercial markets in 125 countries.

But people may not know that UCF is the largest workforce supplier for Harris. The $5 billion company, headquartered in Melbourne, Fla., employs 14,000. The company's investment in the UCF Maker Space labs translates to more engineers and computer science graduates prepared for the demands of cross-disciplinary global teamwork, and fuels the continued need for creative innovation.

"Enabling UCF students to come together in the spirit of diverse collaboration to hone creative vision is paramount for the next generation of innovators who will make big leaps in Harris' technology evolution," said Robert Duffy, senior vice president.

The People Making it Happen

The Visionary
Tim Kotnour, Ph.D.
eli² Role: Director

"Passion is what's it's all about. Students need to remember that engineering is the greatest gig in the world."

About Tim Kotnour: Professor, Industrial Engineering and Management Systems. Joined UCF faculty in 1995. He holds a Ph.D. in industrial and systems engineering from Virginia Tech and consults with partners such as NASA, U.S. Department of Defense, EA Sports and more. He was awarded the NASA Public Service Medal in 2001 and 2005 for his work with the Kennedy Space Center. His passion is helping leaders made their strategy real.

The Creative Guru
Bob Hoekstra, Ph.D.
eli² Role: Creative Director

"Creativity is at the very core of engineering. I want students to explore 100 ideas before they arrive at one solution."

About Bob Hoekstra: Associate Professor, Industrial Engineering and Management Systems with a joint appointment in the School of Visual Arts and Design. Joined UCF faculty in 1993. Holds a bachelor's degree in English and theatre, a master's degree in design and a doctorate in industrial and mechanical engineering. He was formerly a NASCAR engine researcher and designer with Penske Racing. He holds six U.S. patents that span alternative fuel and furniture design and he is an Emmy Award winner. Transformed the Idea Lab from concept to completion. His passion is creativity and art.

The Start-Up Launcher
Oscar Rodriguez
eli² Role: Director, Small Business and Entrepreneurial Development

"What's cool is that we can now truly enable engineering student leaders to integrate the craft of engineering with the art of design and the practice of entrepreneurship to make their business ideas a reality."

About Oscar Rodriguez: Joined UCF in 2013 after serving as president and CEO of Extreme Networks. He has more than 28 years of experience in leadership roles that span high-technology product development, marketing, executive sales, and operations with large multi-nationals such as Motorola, DuPont, Nortel Networks, Alcatel and Lucent-Bell Labs. He's also held entrepreneurial leadership roles with several private companies. A proud UCF computer engineering alumnus, he also holds an MBA from University of North Carolina at Chapel Hill. His passion is helping entrepreneurs succeed.

The Innovator
Dale Jackson
eli² Role: Director, Texas Instruments Innovation Lab

"Creative and critical thinking is the difference between a good idea and a great solution."

About Dale Jackson: Joined UCF after 18 years at EA Sports creating new user experiences. Projects included Madden Football and other NFL and NCAA projects. Founded the EA Sports Innovation Lab. Holds a degree from Purdue University in Computer Graphics Technology. His passion is solving problems and helping others to do the same.

The Tinkerer
Don Harper
eli² Role: Director, Information Technology and Special Projects

"I love building things and helping students."

About Don Harper: Has served as IT director for the UCF College of Engineering and Computer Science since 1999. He's also involved in numerous projects outside IT, including leading a two-year project that transformed his personal vehicle into a driverless vehicle, which won a slot in the finals of the DARPA Urban Challenge. He was named Mentor of the Year for 2013 in a Florida robotics high school competition. His passion is mentoring students.

Others on the eli² Team

Charles Reilly, Academic Director
Robin Knight, Director of Development
Kimberly Lewis, Director of Marketing
Pete Alfieris, Events and Logistics Coordinator
Kate Hurt, Events Coordinator
Catherine Vergopia, Project Manager

Faculty representatives
Manoj Chopra, Ph.D.
Steven Duranceau, Ph.D.
Seetha Raghavan, Ph.D.
Samuel Richie, Ph.D.
Bill Thompson, Ph.D.

Look Who's Talking!
Leaders Up Close Seminar Series

Each fall and spring, eli² offers the Leadership in Engineering course – also known as the "Leaders Up Close" Seminar Series – for undergraduates. More than 900 students have benefitted since the series' launch in 2011.

Left: Michael Lewis, Vice President, Duke Energy, says that authentic leaders understand their strengths and weaknesses, and seek to understand how others perceive them. Hosted by Tim Kotnour, Ph.D.

"The idea is to fail early, fail often. Don't try to engineer the best possible solution and spend lots of money and lots of time doing it. Engineer prototypes. But there's a caveat: success is mandatory."

– Jason Dunn, '07 and '09. His company is sending the first 3D printer to space.

New in 2014
Engineering Leadership Minor or Certificate

UCF students can now minor in Engineering Leadership to build sought-after professional skills that employers want. A certificate option is also available. Courses include the Leaders Up Close Seminar Series, and business and marketing courses.

"A student transcript or resume with 'leadership' at the top is going to stand out," says Tim Kotnour, Ph.D., director of eli². "It shows that the student cares – and is prepared – to step into managerial and leadership roles at the workplace and is ready to contribute on day one of a job."

Three career paths are emphasized in the programs to enable students to become an entrepreneur, a sales engineer or a project engineer.

Skills Emphasized
CREATIVITY
Students unleash their creativity to generate and explore numerous ideas to solve a problem.

INNOVATION
Students learn to convert ideas into business value. This can spur entrepreneurial ways of thinking as students learn the business side of engineering.

COLLABORATION
Students work in teams, just as they do in the professional world. Teamwork builds critical thinking skills in ethics and trust; communication and presentation; discipline; professional savvy (like being on time and taking notes); and social responsibility.

WORLD-CHANGING SOLUTIONS
As they bring forth solutions, students develop skills in whole-system "big picture" thinking. They become global thinkers who consider human factors such as diversity and culture in their large-scale approaches to problem-solving.

Past speakers include
Norm Augustine, Retired Chairman & CEO, Lockheed Martin
Brian Crutcher, '95, Executive VP, Texas Instruments
Jason Dunn, '07 and '09, Co-Founder, Made In Space, Inc.
Gene Frantz, '73, Texas Instruments (retired)
Joanne Puglisi, '73, Program Director, Lockheed Martin
Angel Ruiz, '78, Head of Region North America, Ericsson
Beverly Seay, UCF Board of Trustees
Randy Zwirn, President and CEO, Siemens Energy

Videos available online
Included are short, 10-minute studio interviews called "Leaders Up Close and Personal" which get to the heart of each guest's leadership style and work philosophy. See videos of past speakers at: http://bit.ly/1cCfX2m

SEMINAR SERIES BENEFITS
Candid, high quality experience
Students are encouraged to introduce themselves, ask questions and share ideas with the VIP guest speakers to spark a personal and enriching dialogue.

Resume impact
When the course appears on a transcript and resume, it reflects the student's commitment to learning about leadership, innovation and self-improvement, which impresses employers.

Competitive advantage
Speakers share a goldmine of information about the qualities that employers seek in job applicants and the skills they expect on the job.

Multidisciplinary learning
Students hear the life experiences and accumulated wisdom of successful leaders from a variety of disciplines.

New Engineer Credits eli²

As a freshman, Matt Harrison was all set academically. He arrived at UCF from Cypress Bay High School in Weston, Fla., with a passion for space and a willingness to study.

And what Harrison didn't possess he gained through eli² programs that help students build professional skills beyond a degree.

"When I got to sit down in the seminar class for the first time," he recounts, "I was just floored."

As Harrison listened to the guest speakers, he learned precisely why. "They become your role models for that one-hour period. You get to learn everything from them, how they act, how they talk, the tricks of the trade."

"In that class, character counts more than anything else. High virtue, high moral standards make all the difference when you graduate."

Four days after graduating with an aerospace engineering degree in May 2014, he began at 3D Medical Manufacturing in West Palm Beach, Fla., where he gets to "solve problems all day." He's also been president of two engineering organizations at UCF: Theta Tau Professional Engineering Fraternity and the American Society for Engineering Education.

He credits eli² for much of his success. "I learned how to be a leader, and I learned how to communicate," he says. "You can't be an effective engineer if you can't share your vision with other people."

Meet the Leadership Interns

L-R: James Palmer, JC Perez, Donovan Williams, Addi Stone, Estella Gong, Richard Augustin

Director of Interns
JC Perez
Junior, aerospace engineering. Also works on marketing and communication to build the eli² brand among students.

Impact Assessment
Estella Gong
Junior, computer engineering
Addi Stone
Senior, aerospace engineering

Marketing and Communications
James Palmer
Junior, industrial engineering

Professional Development
Karen Hoshino
Senior, mechanical engineering
Nicholas Mitchell
Junior, mechanical engineering and aerospace engineering

Project Management/Events
Richard Augustin
Senior, industrial engineering
Donovan Williams
Senior, mechanical engineering

Social Media
Patrick Sites
Junior, electrical engineering

From Dust to Sails

UCF COLLEGE OF ENGINEERING & COMPUTER SCIENCE

eli²
Engineering Leadership & Innovation Institute at UCF

Learn more:
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Appendix G: *What's Next* Pilot Projects

Professionalizing History Majors
Fall 2015 through Fall 2016

Project Director
Daniel S. Murphree, Associate Professor of History

Project Objective
The Project Director, with assistance from other faculty members in the Department of History, will design and implement a new "professionalization" course for History majors. This course will familiarize enrolled students with the skills and expertise History majors should obtain through their undergraduate curriculum and help them better articulate and demonstrate their knowledge in order to best fulfill their civic engagement and career goals.

Summary of Activities
During the Fall 2015 semester, team members will design a new course, present it to an assortment of audiences for feedback, and gain approval from department, college, and university officials to offer the course. During the Spring 2016 semester the pilot course will be offered to undergraduate History majors for the first time and its impact will continue to be evaluated by multiple internal and external (outside of university) audiences. During the Summer 2016 semester, the assessment data collected over the previous semester will be analyzed and the Project Director will submit a preliminary report on the course and its effectiveness. During the Fall 2016 semester, a revised form of the course will be offered again to undergraduate History majors and an independent, online module based on the course will be created for inclusion in other courses offered in the History department curriculum, and perhaps, external curricula as well.

Additional Project Participants
History department faculty and staff, as relevant and needed, in addition to various external evaluators both within and outside the department and university.

Deliverables
1. New pilot course available for History major undergraduate enrollment during Spring 2016 semester and in future semesters;
2. a comprehensive evaluation report during the Summer 2016 semester that includes various external assessment measures/conclusions;
3. revision of course components into online module during Fall 2016 semester.

Assessment
In addition to various objective and subjective student assessments over the duration of the Spring 2016 semester course, student and course evaluation will take place through a combination of the following: student completed pre and posttests; student-generated e-portfolios; external evaluator-led focus groups involving students enrolled in the course; external evaluations of course dynamics and student learning by individual Department of History faculty members; external evaluations of course dynamics and student learning by a newly created Department of History Advisory Board comprised of various community members with diverse backgrounds and interests; external evaluations of course dynamics and student learning by a "DQP/Tuning Coach" (http://degreeprofile.org/coaches/).

Digital Storytelling as a Classroom Tool for Enhancing Integrative Learning

Project Director
Lisa C. Peterson, Associate Instructor, Graduate Scholar & Internship Coordinator, School of Visual Art and Design/Film

Project Objective
Students and faculty from diverse backgrounds and UCF academic experiences will create personal essay films reflecting on an aspect of their life that is important to them. Participants will develop their ability to reflect and synthesize the theory and practice of storytelling with a visual medium. This skill will serve them as they create what they need to begin their professional life (e.g., creation of e-portfolios, capstones courses, mock interviews, launching materials.

Summary of Activities
"By telling thoughtful stories, we clarify our own thinking about what we have learned to share with others in a profound way that sticks with us over time."
—Annette Simmons "The Story Factor"

Digital storytelling is the natural evolution of oral storytelling, but uses modern media tools. The definition of digital storytelling covers a range of digital narratives (web-based stories, interactive stories, hypertexts, and narrative computer games). For this pilot program the definition will be limited to the creation of a brief narrative, using digital technologies to combine voice, videos, images, music, interviews, graphics, and other electronic content to tell their story. Digital narratives allow the creator to reflect upon and analyze something of "true" importance to the filmmaker.

"Designing and communicating information requires students to deepen their understanding of content while increasing visual, sound, oral language, creativity, and thinking skills." (Porter)

This summarizes the value of digital storytelling as a way to develop integrative learning across curriculums. Understanding their content with advanced sophistication, and using their language, writing and visual skill sets to work the digital storytelling process achieves the following QEP objectives:

- The ability to reflect critically on their combined curricular, co-curricular, and career-prep experiences (the development of their story requires this reflection)
- To analyze their skills, and to synthesize their knowledge gained across diverse contexts. (they must contextualize their story so that it can be understood by a diverse audience)
- To identify key elements of successful launching materials, and important conventions for communicating with professional and disciplinary audiences. (Identifying key elements of their story and performing the higher-learning skill of "unfolding the lesson learned" (Porter)
- To create launching materials that persuasively articulate their skills and qualifications and to demonstrate sensitivity to audience and professional/disciplinary conventions. (learning the fundamentals of presentation and editing their work to only its most salient points)

Perfecting the skill of digital storytelling will enable the student to create an ongoing narrative about themselves and how they want to portray themselves to the world after graduation. Digital storytelling sharpens one's awareness of who they are and what they value. This knowledge is essential for successful professional and civic preparation.

By holding a digital storytelling workshop on campus, we can train faculty and students as part of the pilot project. The ultimate goal is to incorporate the digital storytelling tool into the visual arts curriculum to enhance and support what we already teach: the enduring value and pleasure in telling stories in an artful way.

In his book *A Whole New Mind*, Daniel Pink defines story grammar [essentially what the creator learns through digital storytelling] as the "ability to encapsulate, contextualize, and emotionalize information, understanding, and experiences for yourself and others." This ability is invaluable to all of us and especially to students who need the twenty-first century skills of information literacy, visual literacy, global awareness, communication and technology literacy as they embark on their professional lives.

Deliverables
Student-made personal essay films, approximately two minutes in length, in response to the prompts and completion of the digital storytelling workshop.

Assessment
1. Students will create visual works that show metacognitive thinking. Measure - Instructor critiques during the process will assess the student's progress. One-on-one and group discussions will assist the student in refining their work to be a precise expression of their story theme.

2. Students will express themselves using pertinent media specific vocabulary. Measure - Instructor critiques during the process will assess the student's progress. One-on-one and group discussions will assist the student in refining their work to be a precise expression of their story theme. Exercises to practice and refine will be included.

3. Students will articulate the value of their creative practice to the community. Measure - Student will hold a screening of their work to the public. They will provide a context for their film and take questions from the viewers. The sharing of digital storytelling allows for a high level of contact between the viewer and the creator and allows for greater understanding of the artistic process. It provides for self-knowledge of the student's process and successful interaction with the community.

References
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Leadership Syllabi to Support Learning Outcomes that Integrate Career Readiness Skills
Spring 2016 through Spring 2017

Project Directors
Shane Juntunen, Interim Director, Office of Student Involvement
Veena Garib, Director of Employer Relations, Career Services

Project Objective
To help students connect their leadership positions with career readiness skills to improve employability.

Summary of Activities
Student Leadership positions at UCF do not exist solely for the ability to provide needed programs and services; they are intentionally created at the university to enhance the skill development of students. As a result of participation in leadership positions, students develop transferable skills and enhance their academic endeavors making them more appealing to potential employers and graduate schools upon graduation.

Over the past several years we have encountered a challenge. While student leaders possess tacit skills, they struggle to articulate these skills and experiences during professional interviews. In order to help students recognize and convey the competences that they are learning, we want to create Leadership Syllabi. This shift away from position descriptions toward stated learning objectives should assist students with the expression of the learning outcomes they obtained in conjunction with their leadership experience.

The learning objectives will focus around the NACE Career Readiness Skills Desired by employers.

Additional Project Participants
UCF Student Leaders, Office of Student Involvement Staff, Career Services staff

Deliverables
The following is a brief outline of how the project will be implemented over the course the next year and a half:
- Spring 2016 – Development of Leadership Syllabi. Leadership Syllabi will be created in consultation and collaboration with Faculty Center for Teaching and Learning and/or faculty members at UCF
- May 2016 – Introduce the Leadership Syllabi vs Job Description to Student Leaders at retreat
- Fall of 2016 – Coordinate Workshops for student leaders on Career Readiness Skill by Career Services Staff; Advisors to conduct intentional 1:1 conversation with student leaders about positions learning outcome
- Spring 2017 – Conduct Assessment and Mock Interviews with Student Leader

Assessment
1. Students will be able to identify career readiness skills that apply to their respective leadership position

2. Students will be able to articulate how they demonstrated career readiness skill through their leadership experience
3. Students will be able to articulate how they can apply career readiness skills in a professional setting (e.g. Employer Interview)

References

NACE Career Readiness Competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Teamwork/Collaboration, Information Technology Application, Leadership, Professionalism/Work Ethic, Career Management