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## **2016 Funded Awards Abstracts**

### **Program Innovation Award Abstracts**

#### **Integrated Business Professional Success Portfolio Competition**

Program Innovation Award

*Gordon Henry and James Gilkeson, Integrated Business Program*

The Integrated Business (IB) program is designed to prepare its graduates to assume a wide variety of roles across an even wider variety of businesses and industries. This goal is in keeping with the results of employer focus groups conducted by the College of Business Administration and the results of research conducted by organizations such as the National Association of Colleges and Employers (2015) and the Society for Human Resource Management (2016). The purpose of this project is to further integrate IB courses through a portfolio competition in which students demonstrate not only their mastery of IB course content, but the ability to integrate their knowledge into a comprehensive plan that leads to attainment of their five-year professional goals. Each assignment requires students to use knowledge and skills from a specific course to complete a component of their five-year professional success plans. Finalists are then required to create a presentation that integrates all of the portfolio components into a comprehensive explanation of how those components will lead to successful attainment of their five-year goals.

#### **Ready, Set, Learn What You Need for Work! A Developmental Assessment Center for Psychology Majors**

Program Innovation Award

*Barbara A. Fritzsche and Karen Mottarella, Department of Psychology*

This project will create a developmental assessment center for our undergraduate psychology majors. The assessment center will help our students identify and develop job competencies that employers regularly test in hiring psychology graduates such as written and oral communication skills, taking initiative and personal ownership for one's work, conflict management, emotion regulation, planning and organizing, decision making, and being able to give and take feedback. Upon completion of the exercises, students' performances will be assessed using detailed rubrics, and developmental feedback reports will be provided. Students will receive the developmental feedback, including an action plan for developing competency areas in need of improvement prior to entering the job market. Students will be tasked with developing those competencies by the time they graduate, so that they graduate not only with the psychology content knowledge they need to get a job, but also with job skills that are commonly sought by employers.



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## **Increasing Integrative Learning Through High-Impact Research Experiences Throughout the Undergraduate Curriculum**

Program Innovation Award

*Mary L. Tripp, Department of Writing and Rhetoric; Amanda Anthony, Department of Sociology; Martha Garcia, Department of Modern Languages and Literatures; Michael Rovito, Department of Health Professions; Kimberly Schneider, Office of Undergraduate Research; and, Linda Walters, Department of Biology*

This project will create a sustainable model for peer research coaches integrated in courses to increase campus-wide participation in high-impact, integrative academic research. The peer research coach model supports faculty to grow and strengthen their curricula. In our current model, peer research coaches work 30 hours in a semester to support students' hands-on research projects by holding office hours and team meetings with undergraduate students. Our pilot research study on this model suggests that student learning outcomes are improved through integrative, high-impact research experiences with undergraduate students. In the first year of this two-year project, faculty will recruit students for ten research coach positions in person or through a short Qualtrics online application. Two of these research coaches will be designated as Lead Research Coaches. The peer coach experience will integrate high-impact classroom experiences and research experiences into one leadership experience. This initiative is especially instrumental for students in the classes that are non-STEM and for transfer students.

## **Leveraging High-Impact Integrative Learning: The Pathway to Civic Engagement and Community-Based Research in an Honors Program**

Program Innovation Award

*Vanessa McRae and Denise Crasifi, The Burnett Honors College*

The Burnett Honors College offers a variety of opportunities for Honor students to participate in civic engagement and research; however, the opportunities are promoted as separate or individualized initiatives rather than interconnected ones. The proposed project is designed to integrate civic engagement and community-based research into the Honors curriculum in the form of a high-impact integrative learning experience using a multi-level interdisciplinary approach to reduce health disparities in Orange County, Florida. The proposed project requires collaborative efforts between the University of Central Florida, The Burnett Honors College, and community agencies with the same mission of reducing health disparities in Orange County. The implementation of the proposed project will occur in two phases. Phase I: Partnership building, training and development—The Burnett Honors College will host academic-community partnership colloquiums. Phase II: Research and Intervention-Evaluation, Dissemination, and Reflection—the foundation of the research will be rooted in science while firmly grounded in the identified communities.



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## **Transforming the Health Sciences Pre-Clinical Curriculum into Career-Focused Tracks**

Program Innovation Award

*Suha Saleh, Department of Health Professions*

The proposed project encompasses the revamping and restructuring of the curriculum and student experience in the Health Sciences Pre-Clinical (HSPC) Program at UCF. Currently the HSPC is an open access major with about 3,300 students and there is no internship requirement. This project will restructure the curriculum in the HSPC Program to improve student learning, incorporate integrative learning in the curriculum, and create new opportunities for students to reflect on their learning and prepare for future careers. The main objectives of the project are: 1) The HSPC curriculum will be revised and restructured into career focused tracks: Pre-Medical track, Pre-Physical/Occupational Therapy track, and Health Promotion track; 2) Student advising will be restructured to incorporate the curricular changes and internship experience; 3) An internship in Health Sciences will be established.

## **QEP Assessing UCF Students' Interviewing Skills using Simulation**

Program Innovation Award

*Janet Andreasen, School of Teaching, Learning & Leadership: Mathematics Education; Farshid Safi, School of Teaching, Learning & Leadership: Mathematics Education; Lisa Dieker, Department of Child, Family, and Community Sciences; and, Charles Hughes, Department of Electrical Engineering and Computer Science*

The purpose of this project is to evaluate the interview skills and potential remediation required of UCF STEM majors using a virtual learning environment (TeachLivE). The following research questions will guide the project faculty: 1) To what extent are UCF STEM students prepared for job interviews based upon a simulated session in the TeachLivE simulator? 2) How do ratings of students across STEM majors vary based on age, degree, and number of credits earned? 3) Do UCF students who are rated low in job interview skills choose to further remediate their skills in a simulated environment? If not, then why not? If yes, what is the outcome of additional training? This study includes 200 STEM UCF volunteer students who will be assessed during a 5-minute virtual interview in TeachLivE. TeachLivE is a virtual environment created at UCF that evaluates a targeted skill in a compressed timeframe and allows for remediation to occur in as short as three, five-minute sessions.

## **I am UCF: Diverse Digital Narratives**

Program Innovation Award

*Elizabeth Brendel Horn, Department of Theatre; Edwanna Andrews, Social Justice and Advocacy; Natasha Jones, Department of Writing and Rhetoric; Natalie Underberg-Goode, School of Visual Arts and Design; and, Stephanie Wheeler, Department of Writing and Rhetoric*

I Am UCF is an initiative to create an online database of personal digital narratives reflective of the diversity on UCF's campus. The project will fuse together writing, digital media, and theatre to help students develop their narratives. Students will then be able to upload their digital narratives on the I Am UCF site, which will create a visual and sortable campus map for users to



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view the digital narratives. While digital storytelling adds the technological component, ensemble-based theatre exercises can be used to build community and empathy throughout the process. Accordingly, UCF students will be involved in the project's design, production, and evaluation phases to help project directors identify thematic focus (or foci), develop dissemination plans, and advise in the digital story curation process. In this way, UCF students will co-create with project directors not only a corpus of digital stories but a guided exhibition of the many ways to be a UCF Knight.

### **OEL and SPA Internship Course Merger**

Program Innovation Award

*Daniel Seigler, School of Public Administration and Ulla Isaac, Office of Experiential Learning*

Beginning Fall (2016), all undergraduate students in the Public Administration program will be required to complete an internship for graduation. This project is essential in assisting the School of Public Administration (SPA) and the Office of Experiential Learning (OEL) in merging their resources and creating an updated internship course to benefit student experiential learning and training. The project will undertake the design, development, implementation, and assessment of the revised internship course. This includes: 1) coordinating course design and development meetings between OEL and SPA; 2) merging and developing new learning curriculum and assignments including the design and development of pre-internship orientation and training modules and a portfolio project; 3) cultivating new local, state, national, and international employment host sites for student interns; 4) creating new placement and assessment forms for internships; 5) developing evaluation tools; 6) assessing the new program once implemented.

Our vision is that through this partnership a model program will emerge for public sector and non-profit experiential learning.

### **Building User Experience (UX) as Core Competency for Information Technology Undergrads**

Program Innovation Award

*Pamela Wisniewski and Joseph LaViola, Department of Computer Science*

Small to mid-sized companies realize that user-centered design and user acceptance are crucial components of the software development lifecycle (SDLC) and, subsequently, overall product success; however, most companies do not have the in-house capabilities to perform this work themselves. In order to fill this gap, this project will create a User Experience (UX) Lab @ UCF where students can get real-world experience by providing UX consulting services to local businesses. The UX Lab @ UCF will be part of a larger initiative to accomplish three overarching goals: 1) improving the quality of education for Information Technology (IT) undergraduate students; 2) creating an interdisciplinary hub for collaborations between faculty and students from the College of Engineering and Computer Science with other relevant units; and 3) establishing UCF's reputation as a key player in the local UX community, which will lead to new funded research collaborations with these local businesses and career placement opportunities for UCF students. The UX Lab @ UCF will provide a wide range of services that match students' skills and interests with company needs.



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## **Competency-based Learning as a Means of Integrating Curricular and Extracurricular Entrepreneurship Education Opportunities**

Program Innovation Award

*Cameron Ford, Department of Management and Paul Jarley, College of Business Administration*

This proposal seeks to introduce competency-based learning as a method to enhance the quality and impact of UCF entrepreneurship education, and to better align students' new venture development efforts with their progress toward graduation. Competency-based learning is an emerging approach to professional education that leading universities are just beginning to adopt. Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities. We believe competency-based learning will allow us to blur the lines between alternative modes of learning and help students making significant investments in developing startup ventures to realize academic success. Our proposal seeks to: 1) map entrepreneurship competencies; 2) implement these competencies in an IT platform capable of tracking student achievement; 3) market our new integrated learning processes to entrepreneurial students throughout the UCF campus.

## **Enhanced High-Tech DirectConnect to UCF Pathway**

Program Innovation Award

*Jennifer Sumner and Pam Cavanaugh, Regional Campuses Administration*

Motivated by the desire to offer students a more intentional, streamlined, and guided path to UCF, the DirectConnect to UCF Pathway is a tool that guides students through their transfer into the University. On the Pathway, students must pass through multiple stages of skill development, each with purposeful activities, expectations, and learning outcomes. This project will assist with the enhancements of: 1) A mobile app that will boost the communication channels available to students and stimulate interaction and connection with learning content, advisors, and peers in the Pathway; 2) A learning-gaming environment built around skill development that will help students to better develop, connect, and articulate their academic and career plans, linking stages of the games' high impact activities to real world scenarios; 3) Augmented realities that will allow students, in a virtual way, to make connections with the University, academic colleges/programs, and career-based resources via interactive and virtual technologies.

## **Improving Practical Political Science and Civic Engagement**

Program Innovation Award

*Peter Jacques and Kerstin Hamann, Department of Political Science*

This two-year project will dramatically improve the structure of political science internships, one of the critical civics components for majors in Political Science and International and Global Studies, where students work on campaigns and for political parties, non-governmental



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organizations, and other relevant sites. Currently, political science internships do not have an institutional link to other coursework. The department believes we should close this gap with integrated curriculum design structured to connect students more comprehensively to their coursework and internship experience. This project will develop a new “Certificate in Practical Politics” and build professional development into an internship sequence, adding a one-credit course preparing students for on-site work in political offices and other relevant locations. Further, we have developed permanent internship opportunities with committed supervisors, and will continue to build more of these relationships. We anticipate that the Certificate and new course will first be offered Fall 2017. The work to build the program begins in Fall 2016.

### **Sciences Exploration Program**

Program Innovation Award

*Dena Ford and Teresa Dorman, College of Sciences*

The College of Sciences (COS) Advising Services currently facilitates the COS Exploration Program, which was established in the fall of 2012 and is an intervention effort that aims to support the well-being of students who are declared in the natural sciences and at risk of not meeting degree-completion requirements. Students who are declared in the Biology, Chemistry, Forensic Science, and Physics disciplines and not meeting the required major GPA have a COS “Mandatory Advisement” hold placed on their student accounts preventing future enrollment. These students are required to schedule two sessions with a Mental Health Counselor Intern in the College of Sciences Advising Services (COSAS) office who are supervised by an on-site Licensed Mental Health Counselor within COSAS. COS Exploration interns are trained in both mental health issues and career counseling. This program is focused on addressing career goal-setting, personal goal-setting, and decision-making patterns that impact student development and over-all success within the natural science disciplines.

### **Enhancement Award Abstracts**

#### **First-Generation Students: Career Readiness for College Students**

Enhancement Award

*Rebekah McCloud, Student Development and Enrollment Services TRiO Center*

First-Generation Students: Career Readiness for College Students will use the Florida Department of Education’s definition of career readiness and focus on the skills portion of the definition. We will develop and present a series of face-to-face and online modules (via Canvas) that will help our scholars be career ready by the time they graduate. We will work in collaboration with Career Services who will present additional workshops and provide a panel of business/industry employers. We will specifically target juniors and seniors. The project will assist students in developing their professional images. Some of the planned interventions address needed job search skills including resume writing, e-portfolio development, and interview coaching. Additionally, the program will provide opportunities for students to master the social norms of the interview process through a dress for success workshop and an etiquette luncheon. Finally, the project will provide participants with the opportunity to engage in financial and economic literacy education.





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### **Databases Impacting Students in their Career, graduate School and Civic Engagement Preparation**

Enhancement Award

*Barbara Tierney and Corrinne Bishop, UCF Libraries*

UCF Libraries Research and Information Services (RIS) Department will create an online research guide that introduces undergraduate students to library databases that positively impact their careers, graduate school and civic engagement preparation. Use of these databases will also help advisors and faculty in assisting students with their future planning and decision-making. The research guide will be divided into two tracks with one track targeting undergraduates going directly into the job market and the other track targeting undergraduates going into graduate school. RIS will collaborate with several UCF units (such as the College of Undergraduate Studies, the College of Graduate Studies, the Burnett Honors College, the Office of Undergraduate Research, Transfer and Transition Services, Career Services, Experiential Learning and others) to integrate the proposed online research guide into these collaborating units' websites and student orientation programs.

### **SelectedWorks for Undergraduate Students: Creating Professional and Scholarly Online Identities and Portfolios**

Enhancement Award

*Lee Dotson, Information Technology & Digital Initiatives and Richard Harrison, Research and Information Services*

This project will provide funding for staffing and outreach to assist students with creating and populating online profiles using SelectedWorks. Staffing will include an OPS adjunct librarian and a student assistant to provide consultations and group training sessions for creating and maintaining SelectedWorks profiles. Funds will also be used to create how-to handouts and on-demand tutorials to support student use of SelectedWorks. SelectedWorks, powered by bepress, is part of the three-year tech fee funded digital institutional repository STARS, the Showcase of Text, Archives, Research & Scholarship <http://stars.library.ucf.edu>, and can be used by any student in any discipline to tell the story of their education and experiences to potential employers or prospective universities. Student authors can create compelling online professional and scholarly identities to share scholarship and measure impact of their work. The platform allows authors the flexibility to present their work in the manner that makes the most sense to them, as well as build a network of followers through an RSS feed or email.

### **Community-Based Research Scholars**

Enhancement Award

*Aubrey Kuperman, and Kimberly Schneider, Office of Undergraduate Research*

The Community-Based Research Scholars program will provide UCF undergraduates with the opportunity to learn more about both Orlando community organizations and their academic disciplines by engaging in a multi-disciplinary cohort experience that introduces them to the tenets of Community-Based Research (CBR). CBR are collaborative research efforts that focus



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on being useful to community partners and emphasize action in their methods, with the goal of social change. At UCF, faculty and students use these methods to conduct research on numerous projects, but there is not yet a campus-wide network or program to introduce students to the tenets of effective CBR. The proposed initiative seeks to fill this gap by providing 20 students with a gateway into CBR. This program seeks to include students from a wide variety of disciplines who are new to academic research. There will be a focus on bringing in recent transfer students, as data from the UCF undergraduate database documents that fewer transfers, when compared to first-time-in-college (FTIC) students, are involved in academic research at UCF.

### **Curating Across the Curriculum**

Enhancement Award

*Barry Mauer, Department of English and John Venecek, Research and Information Services*

This collaborative initiative will develop curating across the curriculum projects that teachers can incorporate as part of their normal curricular activities. We plan to recruit a small group of faculty to participate in a series of workshops that lead to class projects, an exhibits showcase, and the production of a best practices guide for teachers interested in adopting curating within their classes. We will produce at least one student-curated exhibition at either the UCF Gallery or the John C. Hitt Library. In addition, we will evaluate the potential value of additional interventions such as creating online modules about curating for teachers and students, creating a WAC-like program for training teachers, and applying for large grants to fund major cross- disciplinary curating projects.

### **What's Next for English Majors?**

Enhancement Award

*Kathy Hohenleitner, Pat Angley, Farrah Cato, Christian Beck, Laurie Uttich, and Tony Grajeda, Department of English*

This project will develop a career-readiness and skills-focused elective course to offer guidance to English majors and to foster professionalism throughout their undergraduate careers. Throughout the development phase of this project we will create a “tool box” for students with components that will become part of the course. We will work on collecting resources, developing a schedule of events, and compiling content. These materials will then be integrated into online modules, based on those offered by the Office of Experiential Learning. Students will be able to choose from among these varied modules and events, based on their interests, personal schedules, and career goals. Examples of modules will include applying to graduate or law school, experiential learning and internships, self-advocacy and professionalism.





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### **Transfer Readiness Track Program**

Enhancement Award

*Jason Dodge, Department of Transfer and Transition Services and Jennifer Sumner, Regional Campuses Administration*

The Transfer Readiness Track will offer a holistic learning and engagement transfer experience for our DirectConnect to UCF students, from preparation, to transition, and throughout their progression towards a Bachelor degree. The Transfer Readiness Track program provides intentional and integrative co-curricular opportunities offered through the Office of Transfer and Transition Services (TTS) that complements the high-impact learning done in the DirectConnect to UCF Pathway program facilitated by Regional Campuses. This partnership allows DirectConnect to UCF students to associate and articulate their pre-transfer learning experiences gained in the Pathway to the co-curricular opportunities offered by TTS during and after their transfer, thus promoting the continuation of their academic and social integration once at UCF. We undertake a collaborative approach to intertwine the unique transfer service philosophies of Transfer & Transition Services with the programming of the Pathway offered by Regional Campuses; this partnership-driven program provides a combined curricular and co-curricular experience that serves the individual needs of our transfer population.

### **Career PREP (Psychology Readiness Enhancement Program)**

Enhancement Award

*Lynn Hansen, Career Services, Jeff Cassisi, Department of Psychology, and Kimberly Schneider, Office of Undergraduate Research*

The purpose of the Career PREP (Psychology Readiness Enhancement Program) is to educate prospective and current psychology students on major(s), career outlooks and salary. Programs will include information sessions, employer panels, workshops, and classroom presentations. The proposal also outlines opportunities for collaboration between the Psychology Department, the College of Undergraduate Studies, and Career Services. Program Components: 1) Career Services will offer the Career PREP Certificate; 2) Career Services will offer targeted pre-Career Expo programming each semester focusing on psychology students; 3) Career Readiness Curriculum in PSY. The preliminary name of the course will be Touchstone. High-impact activities include internships, co-op, undergraduate research, undergraduate teaching assistantships, etc. Career Services will coordinate a faculty and staff meeting to create an opportunity for faculty and staff from Career Services, the Psychology Department, and the College of Undergraduate Studies to meet, brainstorm, and generate collaboration.

### **Women in STEM: Aim Higher**

Enhancement Award

*Bill Blank, Career Services and Jonathan Hall, College of Education and Human Performance*

This program aims to encourage women to pursue STEM fields by informing them of the wide range of STEM related academic and career opportunities by developing a half-day Women in Stem event. This event will help accomplish the goal of encouraging female students to pursue STEM majors and careers through the following activities: 1) Keynote welcome presentation



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and breakout sessions on professional development and effective job search skills hosted by successful female leaders in relevant STEM fields; 2) Survey of current STEM-related opportunities for both academic programs and employment options (majors, job titles, salary ranges, employment outlook, etc.); 3) Historical overview of women's involvement in STEM fields to show the audience that women have made significant contributions; 4) Strategies for women to respond to gender-based harassment and discrimination; 5) Education for male participants on the negative effects of intended or unintended behaviors that discourage female participation in STEM; 6) Networking opportunities for women STEM students to connect with university and community mentors, groups, and organizations that offer support and guidance in their professional journey.

### **Pathways to Success in Global Languages and STEM Studies**

Enhancement Award

*Marie Léticée and Maria T. Redmon, Department of Modern Languages and Literatures*

This project will develop a program of guidance and information presenting a pathway to resources available for students to successfully complete a personalized degree program in STEM, enhanced with globalized communication skills. These globalized communication skills will be built through study abroad, experiential learning, internship experiences and service learning opportunities. With no change to students' academic curriculum, the integration of Languages and STEM disciplines will increase students' preparedness for STEM-related careers. The project integrates STEM disciplines and global languages and cultures into existing programs and expands opportunities for students to broaden their global professional skill set through international experiences. In today's national and international economic arenas, the second-language skills and cultural preparedness are essential components of a successful future in a globally competitive STEM workplace. Also, the project will develop four online checkpoint modules and a training module for the development of a digital storytelling capstone activity.

### **Tracking Your Path Toward Health Professional School**

Enhancement Award

*Erin Myszkowski and Stephanie Wilson, Office of Pre-Health and Pre-Law Advising*

Tracking Your Path Toward Health Professional School will be an online resource housed in Webcourses for UCF Pre-Health students seeking to gain admission to the always highly competitive health professional schools. Students will use this resource to: 1) guide and educate themselves about what is needed to be a competitive applicant to health professional schools; 2) track their academic progress and extracurricular experiences throughout their 3–4 years prior to application to health professional schools; 3) self-assess their progress and experiences using a rating scale; and 4) use their composite score on the rating scale to project their overall level of competitiveness for admission.



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## **Interdisciplinary Florida Review Program**

Enhancement Award

*Lisa Roney, Department of English and Rudy McDaniel, School of Visual Arts and Design*

The *Florida Review* provides one of the highest impact learning environments in the Department of English, granting undergraduate (and graduate) students hands-on training and experience in the operation of a professional national publication in the areas of editing, proofreading, production and layout, marketing, and management. These are vital career-oriented skills for English majors, and this project will extend that opportunity to more students in English and across the college while raising the profile and reach of the publication and of students' contributions. One project goal is to revamp the *The Florida Review* internship course to take advantage of 21st-century innovations in the publishing field. These include wider printing and online publishing options, as well as greater connections to visual elements and the other arts, and engaging faculty and students from those areas of expertise.