

What's Next

A QEP Topic Focused on Integrative Learning for Professional and Civic Preparation

Executive Summary

Selection Criteria

The following criteria were used in the development and evaluation of topics submitted for consideration. These criteria are aligned with the requirements in the SACSCOC QEP rubric:

- Basis in accessible student learning outcome data;
- Congruence with UCF mission, vision, and goals;
- Level of need and relevance to undergraduate students and the UCF community;
- Focused description (including interest across disciplines), and;
- Viable avenues for potential implementation.

Vision and Goals

Students will graduate with (1) integrative learning experiences that have prepared them for their professional and civic goals, (2) the ability to persuasively articulate and demonstrate their skills, and (3) 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, the QEP aims to make specific interventions on three fronts:

- **Guidance & Information:** We will leverage existing resources and develop new resources to encourage students early in (and throughout) their academic careers to identify professional and civic goals and to provide them with information that can help them develop integrated “3C’s” (curricular, co-curricular, and career-preparatory) pathways to reach those goals (e.g., Pegasus Path, orientation workshops, integrative learning modules, program-specific advising materials, Web resources).
- **High-Impact Integrative Learning Experiences:** We will fine-tune existing curricular, co-curricular, and career-prep initiatives and develop new high-impact learning experiences that will help students develop transferable knowledge and cross-cutting skills throughout their time at UCF (e.g., undergraduate research projects, cornerstone courses, integrative learning assignment sequences, study abroad, internships).
- **Metacognition & Self-Advocacy:** We will embed opportunities for students to reflect upon, assess, and describe the knowledge and skills that they have acquired through their integrative learning experiences so that they can leverage these skills as they face “what’s next” after UCF (e.g., e-portfolios, capstone courses, mock interviews, launching materials).

In short, these three goals use integrative learning as a thread that knits together the disparate aspects of the UCF undergraduate experience—both across contexts and over time—thereby enabling students to discover connections, to develop transferable skills and adaptive capacities, and to successfully deploy those skills and capacities as they move beyond the university.

Why Integrative Learning?

The Association of American Colleges and Universities (AAC&U) and Carnegie Foundation define integrative learning as *intentionally developing skills across multiple connected experiences and*

adapting these skills to new problem-solving contexts. It may be understood, therefore, as both a process and a capacity. Integrative learning encourages students to develop self-awareness about how they learn (metacognition) and to acquire supple and adaptive habits of mind that will enable them to successfully meet challenges, not just within the confines of the university, but in the workplace, and in their public and personal lives.

This QEP supports UCF's mission of meeting the region's economic and societal needs by cultivating a skilled workforce and informed citizenry. Its focus on integrative learning addresses UCF's goal of offering the best undergraduate education in the state of Florida and the university's commitment to improving performance metrics around academic progress and career readiness. By supporting students as they develop integrated learning pathways, *What's Next* helps UCF meet the key challenge of the next-generation university: balancing broad access with the personalized development of each student as a whole person.

Student Learning Outcomes

1. Students will be able to identify (a) concrete professional and/or civic goals, (b) key skills and knowledge required to meet those goals, and (c) appropriate curricular, co-curricular, and career-prep experiences that will facilitate the acquisition of those requisite skills and knowledge.
2. Students will be able to demonstrate the ability (a) to reflect critically on their combined curricular, co-curricular, and career-prep experiences, (b) to analyze their skills, and (c) to synthesize their knowledge gained across diverse contexts.
3. Student will be able to identify (a) key elements of successful launching materials, and (b) important conventions for communicating with professional and disciplinary audiences.
4. Student will be able to create launching materials that (a) persuasively articulate their skills and qualifications and (b) demonstrate sensitivity to audience and professional/disciplinary conventions.

Summary of Possible QEP Initiatives

What's Next is designed to encourage meaningful interventions in both university "environment" on a large scale and in student learning at the level of individual programs and specific courses.

- In service of large-scale environmental interventions, the Office of the QEP will:
 - bring diverse units that administer undergraduate curricular, co-curricular, and career-preparatory experiences into conversation with one another and, thus mitigate the "silo" effect that impedes integrative learning on our campus;
 - work with university administrators and program directors to ensure that integrative learning is supported in the implementation of university-wide initiatives (e.g., the Pegasus Path advising platform, the Student Success Collaborative platform), which are not themselves part of the QEP but which aim to enhance the quality of undergraduate education.
- In support of smaller-scale interventions, the QEP will:
 - offer faculty development grants for curricular innovations and renovations;

- offer training for faculty who wish to employ new technologies (e.g., e-portfolios) to incorporate integrative learning in the classroom;
- develop materials (e.g., online modules, integrative learning assessment rubrics) that may be adopted and adapted by programs and faculty across campus.

Summary of Assessment

Assessment of the success of this QEP's initiatives will depend on both direct and indirect measures, including, though not necessarily limited to the following:

- (Direct) pre-/post-testing and other assessments attached to interventions such as integrative learning modules, orientation workshops, delivery or departmental advising materials to assess students' abilities to identify concrete professional/civic goals, requisite skills, and the appropriate curricular, co-curricular, and career-preparatory experiences to reach those goals (SLO 1);
- (Direct) pre-/post-testing and other assessments attached to interventions such as integrative learning modules, career services workshops, delivery of departmental advising materials that assess students' abilities to identify key elements of successful launching materials and important conventions for communicating with professional and discipline-specific audiences (SLO 3);
- (Direct) AAC&U VALUE rubrics, attached to specific courses and/or assignments and adapted to assess students' abilities to reflect on, analyze, and synthesize their knowledge and skills across different contexts, to be implemented by academic program faculty (SLO 2);
- (Direct) AAC&U VALUE rubrics, attached to specific courses and/or assignments (e.g., capstone course) adapted to assess students' abilities to create launching materials that persuasively articulate their skills and qualifications and that demonstrate a sensitivity to audience, to be implemented by academic program faculty (SLO 4);
- (Indirect) Tracking of student knowledge of and engagement in co-curricular activities via NSSE, Entering Student, Graduating Student, and First Destination surveys (which can be cross-referenced with other measures of student success and demographic information);
- (Indirect) Tracking of student perception of career preparation via NSSE, Entering Student, Graduating Student, and First Destination surveys.