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| Instructor Name: |  |

**What is a High Impact Practice Plan?**

A High Impact Practices plan shall be defined as additional work to improve Valencia’s effectiveness as an institution, specifically through a faculty member’s engagement in a deliberate, documented process of reflection, planning, action, and observation intended to improve student success. The high impact practices plan (HIP) is based upon the working theory that each individual becoming more effective in their practice makes us an institution more effective.

**Instructions:** Before you begin, it is recommended for you to review the resources below and engage in a conversation with your dean during the annual evaluation process. You may want to use the planning template below to devise your HIP before entering it online. In the first year, you will submit a proposal that includes: project description, learning outcomes, appropriate methods, and alignment to high impact practices. In the second year, you will submit implementation results, reflective critique, and any documents created during the process.

Resource(s):[*High Impact Practices FAQs*](https://docs.google.com/document/d/1xOZlqfyOs6It20AvU14RpoXRF_VskIZi6YPYs1v1ceo/edit?usp=sharing)*,* [*HIP Example*](https://docs.google.com/document/d/1S-ypKZ0M--TXN44ooU847CyvPuDhx6iqdV7AyHuk-us/edit?usp=sharing)
*Need Help? Visit a* [*Center for Teaching and Learning Innovation*](http://valenciacollege.edu/faculty/development/centers/locations.cfm) *or review the* [*Faculty Incentive Plan Website.*](https://valenciacollege.edu/faculty/faculty-incentive-plan/default.cfm)

Year One: Proposal

### Project Overview:

**Provide a description of your project, including the topic, the question or problem you are trying to solve, and any pertinent background information: (Required)**

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| Embedded Model: This course will provide an introduction to ­­­­­­­­­(course name) and also introduce students to research using Valencia's embedded experience model. It is designed to survey the major areas of study in (discipline): \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_. We will review these topics in addition to the methodologies and theories that (discipline) experts use to understand how we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Students will not only learn the material but they will also engage in undergraduate research by conducting their own research project. |

### Learning Outcomes:

**Student Learning Outcome(s): (Required)**

*Write the SLO(s) for this project below. The Student Learning Outcome (SLO) is a statement of what the students will learn or be able to do as a result of this project.*

*Resource(s):* [*Criteria for Measurable Learning Outcomes*](http://valenciacollege.edu/faculty/development/coursesResources/documents/THEsaurusofVerbsandMLOCriteria.pdf)

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| Example Student Learning Outcomes: * Students will improve their information literacy skills by reading, analyzing, and interpreting scientific articles
* Students will gain an understanding of data collection by practicing (discipline) research methodologies
* Students will be able to apply the scientific method in the laboratory setting
* Students will write literary analyses using evidence from primary source evidences.
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**Faculty Learning Outcome(s): (Required)**

*Write your learning outcomes in terms of what you want to learn or be able to do in order to improve student learning or the student experience.*

*Resource(s):[Criteria for Measurable Learning Outcomes](http://valenciacollege.edu/faculty/development/coursesResources/documents/THEsaurusofVerbsandMLOCriteria.pdf)*

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| Example Faculty Learning Outcomes: * Faculty member will assign a series of papers relevant to the class topics, lead discussions about the purpose/findings of the papers, and schedule library workshops that provide literacy training.
* Faculty member will oversee a group research project that requires students perform a literature review, collect data, and conduct an experiment or experiments.
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**Student Success Goal(s): (Required)**

*How will this project contribute to student success?*

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| Undergraduate research is undergraduate students learning by doing - the pinnacle of active learning. Students will be able to explain how knowledge is constructed in a discipline, and when applicable contribute to the body of knowledge in a discipline. Students will apply strategies for critical thinking, reflective thinking, effective reasoning, and creativity. Students will demonstrate practical competencies and skills in specific areas such as project management (e.g., creating specific, measurable goals, maintaining a timeline, accountability, acquiring resources, etc.), effective communication, collaboration, self-assessment, professionalism, and commitment to ethics. Students will be able to identify careers related to field of interest; prospects for external internships or university-level research upon transfer; and, applications for careers or professional/graduate schools. |

Appropriate Methods

**High Impact Practice(s):(Required)**

*Describe the high impact practice selected for your project.*

*Example(s):* [*AAC&U’s High Impact Practices*](http://aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf)*, the* [*Essential Competencies of a Valencia Educator*](http://valenciacollege.edu/faculty/documents/EssentialCompetenciesNew04-2016.pdf)*, discipline-specific pedagogies, practices named in the* [*strategic plan*](http://valenciacollege.edu/academic-affairs/institutional-effectiveness-planning/strategic-plan/)*, campus plans, or division plans.*

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| This fulfills the High Impact Practice of Undergraduate Research. The class is designed using the Embedded Model of Undergraduate Research Experience. It has been approved by the Undergraduate Research Advisory Board and is designated as an official research course in Banner. Furthermore, this course is also establishing and advancing West Campus's Research Initiative. |

***Setting: (Required)***

*Identify the course or learning environment in which you will implement the project.*

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| The Course title is:It will take place primarily in a classroom setting. |

**Teaching/Learning Strategies: (Required)**

*Outline the steps you will take in completing the student learning outcome(s).*

*TIP: You may want to include learning activities, lesson plan, presentations, etc. as attachments.*

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| Example Teaching/Learning Strategies: **Example 1:**For the first 8 weeks, student will learn about course content via the textbook and in-class discussions. They will also read 1-2 scientific articles each week. In class, we will demonstrate and experience the study that was described in the paper. As a part of their library visits, students will also begin performing a literature review for their final project.During the second 8 weeks, the class will focus on creating an appropriate experimental design. Around November, we will start participant recruitment and data collection. The final two weeks of the course will be used to analyze results, draw conclusions, and present overall findings.**Example 2:**First 8 Weeks: * Learn the basic reactions and lab techniques
* Write one formal lab report
* Join a collaborative group
* Choose one lab experiment from the lab manual (org 1 and org 2) to make more green
* Literature search

Second 8 Weeks: * Develop a more green procedure
* Write proposal (introduction of the research paper with experimental, safety protocols, and references)
* Test experiment in the lab
* Analyze results
* Write research paper (add discussion and conclusion)

**Example 3:**First 12 weeks: Understanding the canon, working with primary sources within the canon, doing secondary research on primary sources, formulating opinions about the canon, comparing texts within the canon, and writing papers using the “typical” research model for this class. During week 2, I will ask students to begin thinking about their theoretical interests. In week 3, I will ask students to consider how their theoretical interests intersect with Medieval texts we are reading and to select three to five of them that marry their theoretical interest with their reading selections. In week 4, I will ask them to select one to three texts and get into groups by interest and/or text (if there is any overlap). In week 5, I will ask they begin using the repository of non-canon work, selecting three to five texts they find work well with their selected theoretical interests; at the end of this week, they should pare it down to as many canonized works they’ve selected.In week 6 through 8, students should do deep close readings of each canonical work they’ve selected, taking copious notes relating their theoretical interests to canon/canonized work and doing in-depth research on each text related to their theoretical interest (as well as anything they find fascinating or notable); they should be crafting their annotated bibliography and providing a literature review for scholars interested in the caesurae and voice present in Medieval canon. In week 9 through 12, students will be doing the same with the non-canonical work they’ve selected.Second 8 Weeks: Problem-Based Learning/Undergraduate Research Module - At the end of week 12, students should post their literature review and bibliographies as well as create a synopsis of any patterns they are seeing emerge in non-canonical literature in comparison to canonical texts, or any conversations they see happening intertextually. They should as well be discussing any patterns they see emerging across culture/time period via peer responses. They should ALSO be data mining any relevant research to apply to their own and add on to their bibliographies! In week 13, students should be considering which texts ultimately matter most and what they present that other texts do not---what and why is it more important, what is it offering the field other selections don’t, etc---to answer the “which texts should be canonized and why? What do we gain/lose?” question at the heart of their research problem and begin crafting their textual presentation surrounding their findings. In week 14, students should be crafting their YouTube video (or other alternative format if they do not give privacy consent to this).In week 15, students should post their presentations/videos and respond to each other. In Week 16, students should post an updated version of their Annotated Bibliography with 40 sources (3-4 sources a week over the course of a semester, or, if they only scored it from the last few weeks in discussion, 4-5 a week from then on). As well, they should post any new considerations or a debriefing based off further introspection and hanging out with the texts, especially after perusing their peers’ research presentations/videos. |

**Assessment Strategies: (Required)**

*Outline the steps you will take in assessing the student learning outcome(s).*

*TIP: You may want to include formative or summative assessments, rubrics, surveys, etc. as attachments*

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| As the course instructor, I plan to assess students' learning using: (Choose applicable)* in-class exams
* a written research paper/report
* a final oral presentation
* a public poster presentation
* a pre and post assessment survey (provided by IRB Director, Dr. Laura Blasi)
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### Alignment to High Impact Practices

**Select which of the following are best aligned to your High Impact Practice. At least one of the options below is required.**

**Option 1: Research**

*Identify relevant research or nationally-recognized guidelines for the selected high impact practice.*

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| In 1998, the Boyer Commission made ten recommendations for undergraduate research. The first two recommendations were: (1) make research-based learning the standard and, (2) construct an inquiry-based freshman year. Buck, Bretz, and Towns (2008) created a quantitative rubric to characterize “inquiry” in the undergraduate laboratory. This rubric is used to help minimize discrepancies across the various types of research.Lopatto (2004) found that undergraduate research enhances the educational experience of science undergraduates, attracts and retains talented students to careers in science, and acts as a pathway for minority students into science careers. Lopatto (2007) found that undergraduate research experiences support science career decisions and active learning.McCook (2011) examines how community colleges hope to improve instruction and train a more diverse cadre of scientists by involving students in research. |

**Option 2: Strategic Goals**

*Identify relevant goals from* [*Valencia’s Impact Plan*](http://valenciacollege.edu/academic-affairs/institutional-effectiveness-planning/strategic-plan/) *for the selected high impact practice.*

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| By introducing students to research early in their academic careers, we are closing an educational gap that has been identified as a key difference between two-year and four-year institutions. Valencia strength lies in its ability to serve everyone, no matter their background. Engaging students in undergraduate research is yet another way to create genuine learning opportunities for students who may not otherwise have them. |

 **Option 3: Campus Plan Goal(s)**

*Review Campus Plans and type the associated campus goal below.*

*Resource(s):*[*East/Winter Park*](http://valenciacollege.edu/east/EastWPCampusPlan.cfm) *|* [*West/Downtown*](https://drive.google.com/file/d/0BzoDcVCY1tRPX3J4SS0ycFRuT3c/view) *|* [*Osceola/Lake Nona/Poinciana*](http://valenciacollege.edu/osceola/campus-plan/)

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**Option 4: Division/Department Goal**

*Type the associated division or department goal below.*

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| Promote and incorporate undergraduate research experiences within our individual classes. |

**Option 5: Essential Competencies of a Valencia Educator** *Mark the appropriate* [*Essential Competency of a Valencia Educator*](http://valenciacollege.edu/faculty/documents/EssentialCompetenciesNew04-2016.pdf) *that aligns to your project from the list below.*

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| **Select** |  |
|  | Assessment |
|  | Inclusion and Diversity |
| X | Learning-Centered Teaching Practice |
|  | LifeMap |
|  | Outcomes-based Practice |
|  | Professional Commitment |
|  | Scholarship of Teaching and Learning |

### Alignment Description/Shared Project

**Describe how your project aligns to the research, goal or competency selected above. (Required)**

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| This course will give students the opportunity to experience (discipline) methodology and undergraduate research. It is an example of enhanced active learning and will lead to the better understanding of how to apply what is learned. Rather than focusing on just content review, the research experience forces students to take a hands-on approach in engaging with the material. |

**Is your High Impact Practices (HIP) plan a shared project? (Required)**

*Mark the appropriate Competency that aligns to your project from the list below.*

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| **Select** |  |
|  | This is not a shared plan. |
|  | This is a shared plan with another faculty member |
|  | This is a shared plan with my division. |
|  | This plan is shared with a discipline group across campuses. |

**Provide the name(s) of colleague(s)/group(s) who will be collaborating on this project with you: (Required if this is a shared plan)**

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Year Two: Implementation, Reflection, and Documentation

### Documentation of High Impact Practices Plan

**Did you complete your High Impact Practices Plan for this cycle? (Required)**

*Mark the appropriate option below.*

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| **Select** |  |
|  | Yes |
|  | No |

**Project Results: (Required)**

*Provide an overview of the project results.*

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**Interpretation of Results: (Required)**

*Provide an interpretation of the results.*

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### Reflective Critique

**Reflection on Student Learning: (Required)**

*Given your results, how will you use this information to improve student learning in the future?*

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**Reflection on Your Practice: (Required)**

*Given your results, how will you use this information to improve your practice?*

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**Additional Implications: (Required)**

*How else might you use the results of this project?*

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**What would you do differently? (Required)**

*What would you do differently next time?*

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**Dissemination: (Optional)**

*How do you plan to disseminate/share your results?*

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