

CLO Delphi Process Round One Report

Results and Next Steps

March 28, 2024

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This presentation reports the results of a survey conducted by the Fayetteville State University Core Review Task Force March 18-22, 2024 as part of its review of FSU's Core Curriculum.

Delphi Method

Process

Input from experts
Facilitator looks for patterns
Another round of input
Facilitator looks for patterns
Continue until consensus

Core Review

Experts: Members of Task Force and
Subcommittees
Facilitator: Task Force

The Core Review Survey and Focus Groups provided a lot of input from the FSU community on what should be included in a revised Core Curriculum. See the Core Curriculum report for more information on that input.

To digest this input and refine it into a proposal, the Core Review Task Force decided to use the Delphi method. The Delphi method is a technique for reaching consensus on an issue by seeking anonymous input from a team of experts. A facilitator poses a question in writing to the experts, and the experts reply to the facilitator with their considered opinion. The facilitator looks for areas of agreement. If there are still areas of divergence, the facilitator conducts another round of questions and answers. The process continues until there is substantial agreement on the issue.

For the purposes of the Core Review, the experts were the members of the Core Review Task Force and the Subcommittees on Curriculum, Assessment, Teaching, Student Support, and Governance. The Facilitator was the Task Force.

Survey



Top ten core learning outcomes (CLOs) for all FSU graduates, regardless of background or major



Informed by but not limited to Core Review stakeholder input

Survey
Focus Groups



Also informed by

Best practices
Consultant
Judgment as faculty/staff



CLO + definition + rationale



March 18-22

The Task Force decided to use a Microsoft Forms survey to collect responses. The survey asked respondents to rank their top ten core learning outcomes (CLOs) for all FSU graduates, regardless of background or major. Respondents were provided with lists of CLOs from the Core Review Survey, AAC&U, and other sources. They were provided with summaries of the Core Review Survey and Focus Group responses. They were also provided with the linked information on the Core Review website. However, the survey questions were open-ended. Respondents were asked to write in their choices along with a rationale for its definition and rank. The survey was sent to members of the Task Force and Subcommittees (N=68) on March 18, 2024. The survey closed on March 22.

Method and Processing

- Response rate: 26 out of 68 (38%)
- Identify CLO
- Merge where suggested: e.g., Digital Competence => Digital Literacy
- Separate where suggested: e.g., Ethics & Civic Engagement (1) => Ethics (1) and Civic Engagement (1)
- Merge CLOs and rankings into one table
- Pivotal
- Number of respondents mentioning the CLO.

The survey had 26 responses. The Task Force had previously agreed to accept however many responses were submitted. A majority was not required.

To summarize the responses, the Task Force Chair identified the different CLOs. He merged those that appeared to be the same despite differences in wording. For example, Digital Competence and Technology were merged under Digital Literacy. In some cases, current CLOs were divided. Most respondents separated the current CLO Ethics and Civic Engagement into its components: Ethics, Civic Engagement.

These adjusted CLOs and their rankings were merged into a table.

Results by Number of Top Ten Mentions

Near Unanimity

CLO	N
Communication Skills	26
Critical Thinking	21
Ethics	21

Above Half

CLO	N
Quantitative Reasoning	17
Information Literacy	15
Scientific Literacy	15
Global Literacy	14

N: Number of mentions.

Max = 26, Avg = 8.

Bold: Current CLO.

Green: New CLO.

Average or Above

CLO	N
Digital Literacy	12
Civic Engagement	11
Humanities	10
Financial Literacy	9

Below Average

CLO	N
Teamwork	8
Lifelong Learning	7
Emotional Intelligence	6
Creative Thinking	6
Transitional Studies	6
African American	6
Resilience	5
Social Science	4
Networking	4
US Diversity	4
Data Literacy	2
Problem Solving	2
Inquiry and Analysis	2
Entrepreneurship	2
Interpersonal Skills	1
Practical Application	1
Leadership	1
Cultural Literacy	1
Empowerment and Self-Advocacy	1

Although the table included rankings, rankings proved problematic. Several CLOs got very high rankings by those who listed them, but they were only mentioned by a minority of respondents. Counting the number of mentions proved a better method of determining importance, and this was the method followed.

Three CLOs achieved near unanimity. Four were mentioned by more than half the respondents. Four more received more than the average number of mentions (8).

Round One Consensus

Most Frequently Mentioned

Communication Skills
Critical Thinking
Ethics

Required by SACSCOC

Quantitative Reasoning
Scientific Literacy (Natural and Social
Sciences)
Humanities and Creative Arts

The Task Force determined that Communication Skills, Critical Thinking, and Ethics all met the threshold for consensus. Another three were included in the Round One Consensus because they were either mentioned by a majority of respondents or they are required by SACSCOC: Quantitative Reasoning, Scientific Literacy (to include Natural and Social Sciences), and Humanities and Creative Arts.