CLO Delphi Round Three

Results

Apr 25, 2024

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This presentation summarizes the results of the third round of CLO Delphi surveys conducted April 15-19 2024 as part of the Fayetteville State University Core Review.

Consensus after Rounds One and Two

Round One

1. Communication Skills*
2. Critical Thinking
3. Ethics

Round One and/or Required by SACSCOC

4. Quantitative Reasoning*
5. Scientific Literacy* (Natural and Social Sciences)
6. Humanities and Creative Arts*

Round Two Additions

7. Lifelong Learning*
8. Intercultural Knowledge
9. Information Literacy*
- *Technological Fluency (including AI incorporated into other CLOs)*
- *People Skills*

From Rounds One and Two a consensus emerged around nine elements of a revised Core Curriculum. The Task Force agreed that Technological Fluency should be incorporated into other CLOs. People Skills had support but not a consensus.

Round Three: People Skills 1

1. People Skills are a CLO all FSU students should master, regardless of background or major.

More Details

🔵 Strongly Agree	12
🟠 Agree	8
🟢 Neutral	4
🔴 Disagree	1
🟣 Strongly disagree	0
🟤 True	0
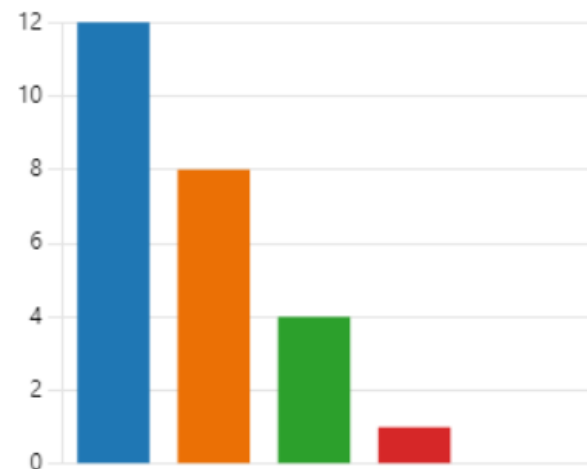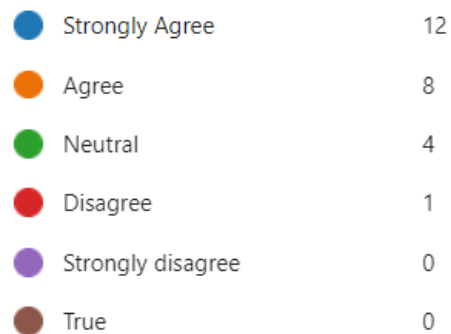
The Round Three CLO Delphi survey included questions to gauge support for People Skills. 20 out of 26 respondents (77%) either strongly agreed or agreed that all FSU graduates should master People Skills.

People Skills 2

2. Bundling/Combining: Can People Skills be integrated into another CLO (e.g., Lifelong Learning, Ethics)? Conversely, can other Consensus CLOs (e.g., Lifelong Learning, Ethics) be integrated into People Skills? Rank the following preferences by dragging them up (more preferred) or down (less preferred).

More Details

1   People Skills should be integrat...

2   Other CLO(s) should be integrat...

3   People Skills should be a separa...

4   People Skills should be neither a...

1. People Skills should be integrated into other CLO(s).
2. Other CLO(s) should be integrated into People Skills.
3. People Skills should be a separate, stand-alone CLO.
4. People Skills should be neither a standalone CLO nor integrated into other CLO(s).

However, respondents did not agree that it should be a separate CLO. 14 out of 26 (53%) said it should be integrated into other CLO(s). Only 2 respondents chose either "Other CLO(s) should be integrated into People Skills" or "People Skills should be a separate, stand-alone CLO" as their top choice.

CLO vs. Content Area: Consultant

Consultant Report (p. 4)

It should also be noted that in the current CLO set, "Transitional Studies" and "Humanities and Creative Arts" are not learning outcomes, per se; however, the "Transitional Studies" concept is likely closely related to the "Foundations and Skills for Lifelong Learning" learning outcome.

Many campuses engaging in general education reform often desire to retain disciplinary breadth coverage as an attribute of their new curriculum. **The current CLOs within the "Disciplinary Perspectives" group could be used as a foundation of sorts and as an organizing structure within a course map or matrix of the new curriculum**.

Consultant Core Table

	LO#1	LO#2	LO#3	LO#4	LO#5	LO#6	LO#7	LO#8
Writing								
Course #1	X		X					
Course #2	X	X	X					
Humanities and Creative Arts								
Course #1				X	X		X	
Course #2				X	X			
Etc.								
Social Sciences								
Course #1				X	X		X	
Course #2				X			X	
Etc.								
Sciences								
Course #1						X		X
Course #2						X		X
Etc.								

The Round Three survey also included questions to begin determining the shape of a revised Core Curriculum. What should be the requirements be, and how should CLOs be distributed across requirements? The beginning point was a finding of the consultant hired to advise the Core Review Task Force. The consultant argued that some of FSU's current CLOs are content areas rather than learning outcomes. He reported that best practice was to separate learning outcomes and content requirements into two axes. The chart above illustrates how this might work. The fundamental point was that not every requirement needed to be a learning outcome and vice versa.

CLO vs. Content Area: UNC-Charlotte

Change

- UNC Charlotte
- Revised Core 2021-2023
- 4 CLOs
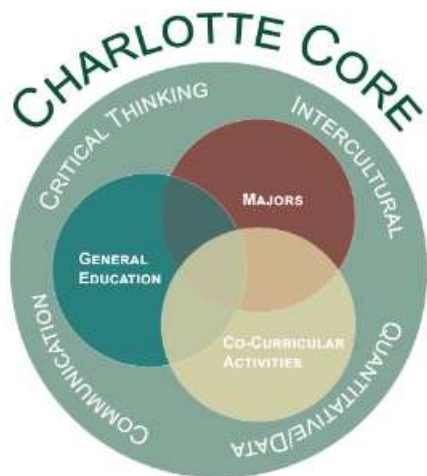
CLOs and Requirements

Requirement		CLO			
		Comm	Quan	Crit	Intercult
Comm		P	P		
Quan/Data			P		
Crit Think		R		P	
Social Science	Global				P
	Local				P
Humanities	Global				P
	Local				P
Natural Science			R	R	

P: Primary; R: Reinforce

The UNC system provides several examples of this distinction between learning outcomes and content areas. UNC-Charlotte introduced a new Core Curriculum in Fall 2023. They have only four CLOs: Communication Skills, Critical Thinking, Intercultural, and Quantitative/Data. These are CLOs that will be taught and assessed across the core curriculum and even into the major. The "Charlotte Core" has requirements in Natural Science, Humanities, and Social Science, but these are content areas rather than CLOs. Both Social Sciences and Humanities are assessed under the Intercultural CLO. Natural Science "reinforces" the Critical Thinking and Quantitative/Data CLOs, but Natural Science is not a separate CLO.

Note: The indications of which Requirements satisfy which CLOs is for purposes of illustration only. As of the report date, the author did not have information on this.

CLO vs. Content Area: WSSU

Change

- **Revising CLOs for 2024-2025**
- From 7 to 4
  - **Current CLOs**
    1. Critical Thinking
    2. Critical Reading
    3. Oral Comm
    4. Written Comm
    5. Scientific Literacy
    6. Quantitative Literacy
    7. Information Literacy
  - **Proposed CLOs**
    1. **Written Comm**
    2. **Oral Comm**
    3. **Data Fluency**
    4. **Problem-Solving**

CLOs and Requirements

| Areas of Knowledge	CLO			
	Written Comm	Oral Comm	Data Fluency	Problem-Solving
Literature	X			
History				X
Social Science	X			
Natural Science			X	X
Math/Logic				X
Fine Arts	X	X		
Foreign Language/Culture	X	X		

Winston-Salem State also distinguishes between learning outcomes and content areas ("Areas of Knowledge"). There are seven CLOs and seven Areas of Knowledge, but they do not correspond one-to-one.

In addition, starting Fall 2024 WSSU is reducing the number of CLOs from seven to four: Written Communication, Oral Communication, Data Fluency, and Problem-Solving. These are assessed throughout the core, but they correspond even less specifically to the Areas of Knowledge.

Note: The indications of which Areas of Knowledge satisfy which CLOs is for purposes of illustration only. As of the report date, the author did not have information on this.

Why a Few Transdisciplinary CLOs?

- **Transferable Skills**
  - Apply to all students
  - Apply to all majors
- **Small number**
  - Easier to communicate: Bronco Core?
 - Easier to assess
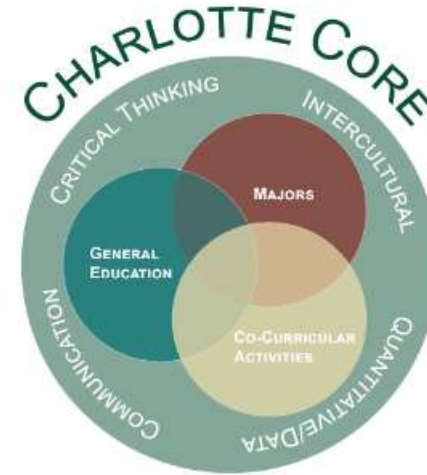
Why are core curricula focusing on transdisciplinary skills such as Communication or Critical Thinking? One reason is to focus on those skills that are truly general. They apply to all students and to all majors. Faculty are able to focus on building those skills for students in their majors, and students are able to see the relevance of their core courses for their major.

Why are institutions reducing the number of CLOs? One reason is that it makes the Core easier to communicate to students. Instead of a long list of requirements, students see a short list of relevant skills. Another important reason for institutions is that the fewer core learning outcomes, the less burdensome the assessment program. SACSCOC and all other regional accreditation bodies require institutions to define core (general education) learning outcomes and to

assess the extent to which students master those learning outcomes. The fewer the learning outcomes, the more manageable the assessment program.

Universal CLOs: EVERY course, EVERY major

🔵	Communication Skills	22
🟠	Critical Thinking	20
🟢	Ethics	11
🔴	Quantitative Reasoning	7
🟣	Lifelong Learning	14
🟤	Intercultural Knowledge	9
🟣	People Skills	8
⚪	Information Literacy	21
🟡	Civic Engagement	4
🔵	None of these	0
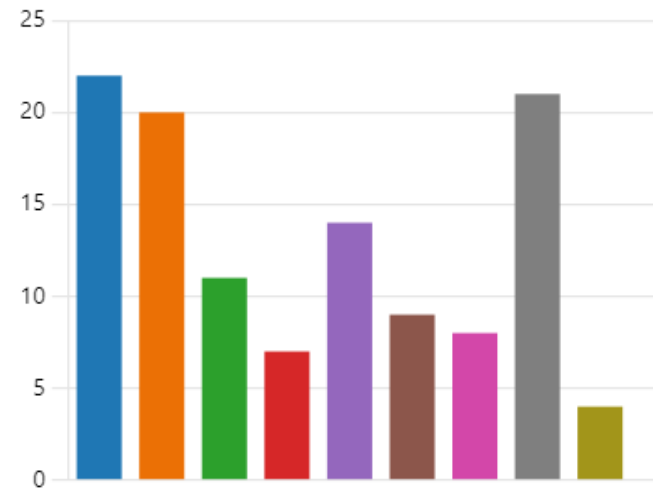
For these reasons, the Round Three survey asked respondents "Which of the following are universal CLOs that are used in EVERY core course and EVERY major?" Three CLOs received over 75% support: Communication Skills, Information Literacy, and Critical Thinking. Lifelong Learning was also selected by a majority of respondents.
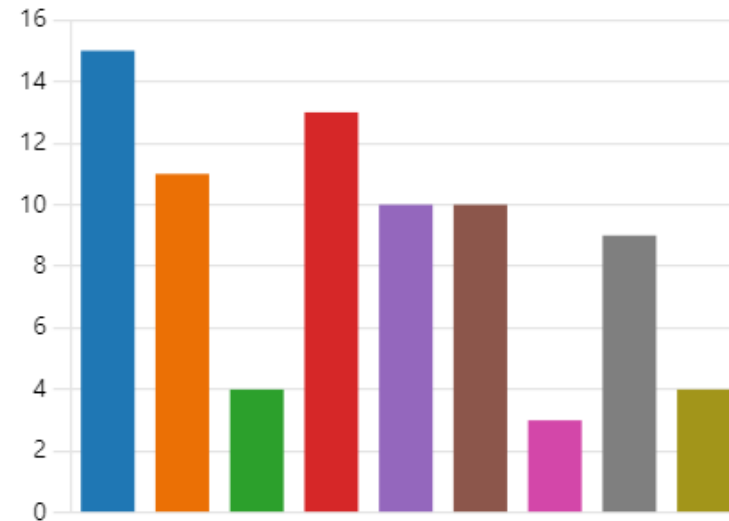
Essential Skills: Require a Dedicated Core Course

A related question was "Which of the following are ESSENTIAL SKILLS that should have a dedicated, standalone Core course?" Only two CLOs – Communication Skills and Quantitative Reasoning – received a majority of votes. This suggests that other important CLOs might be taught and assessed in courses that do not bear the name of the CLO.
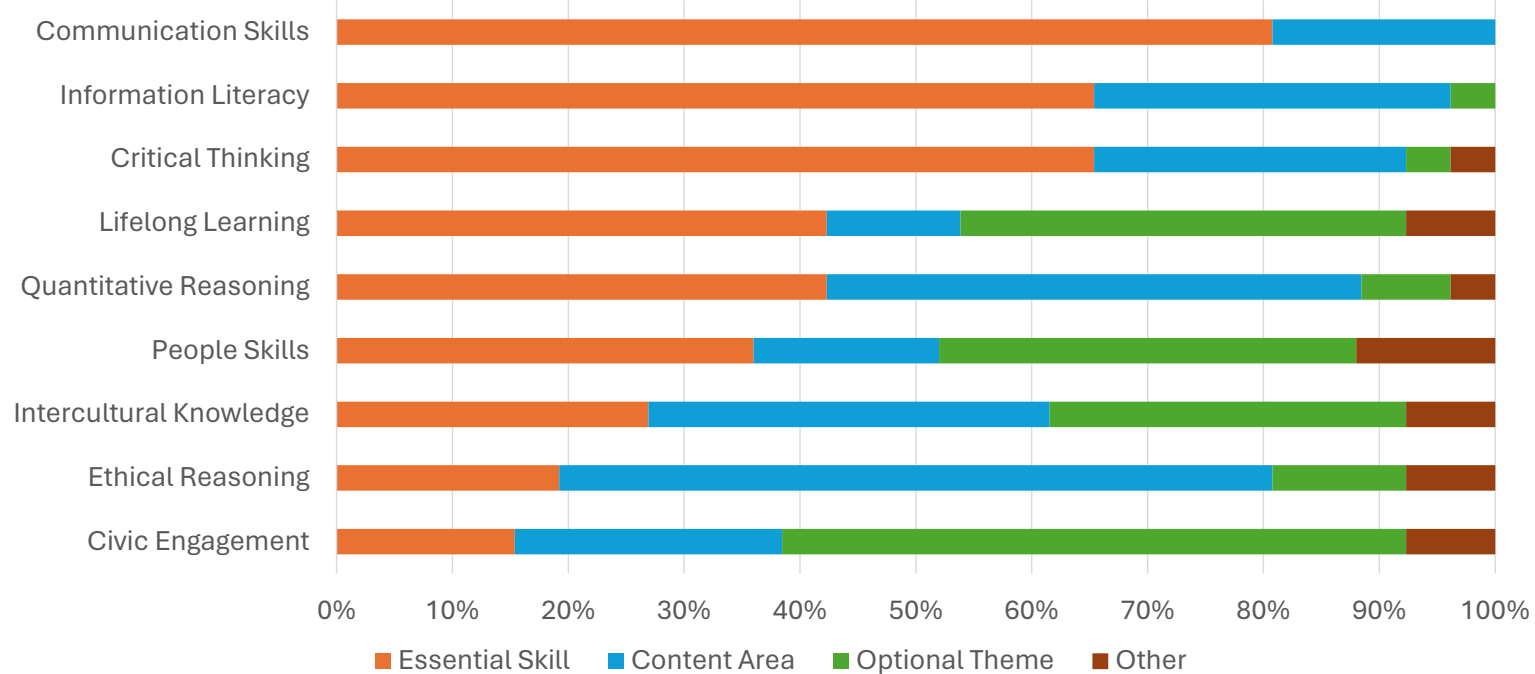
Themes

- Interdisciplinary topics
- UNC-Charlotte: 12 hrs
  - Intercultural Global and Local
  - Both required
  - Humanities and Social Science
- WSSU: Two courses from different themes
  - Globalization
  - Diversity
  - Sustainability
  - Civic Engagement
  - Moral and Ethical Reasoning
  - Healthy Living
- Ohio State: 8-12 hours
  - Required: Citizenship for a Diverse and Just World
  - Optional
    - Health and Well Being
    - Sustainability
    - Lived Environments
    - Traditions, Cultures, and Transformations
    - Number, Nature, Mind
    - Etc.

Another emerging best practice in general education is the inclusion of themes: interdisciplinary topical areas. These are distinct from Areas of Knowledge (or Disciplinary Perspectives, as FSU's Core defines them) in that courses from a variety of disciplines can satisfy them. A theme of Sustainability might be satisfied by a natural science, social science, or humanities course.

Themes can be required or optional. At UNC-Charlotte, Intercultural is a Theme with two components: Global and Local. Students must take both a Global and Local social science and a Global and Local humanities. At Ohio State, one of the themes – Citizenship – is required of all students. Students can choose another theme according to their interest. At WSSU, students must choose two themes, but the choice is left to them.

Optional themes are one way to provide flexibility and choice to students.

CLOs: Skill, Content, or Theme

The Round Three survey included a question about whether CLOs should be an Essential Skill (a skill with a required standalone course), a Content Area, or a Theme. The results are sorted here by the percentage of respondents who identified the CLO as an Essential Skill. Communication Skills, Information Literacy, and Critical Thinking all received a majority of support as an Essential Skills. About 45% of respondents identified Lifelong Learning and Quantitative Reasoning. However, another 45% of respondents identified Quantitative Reasoning as a required Content Area. In other words, 90% of respondents thought Quantitative Reasoning should be required in the Core. For Lifelong Learning, on the other hand, only 10% thought it should be a required Content Area. A larger percentage thought it should be an optional Theme.

Core in the Major: Developed Further

🔵 Communication Skills	16	
🟠 Critical Thinking	19	
🟢 Ethics	17	
🔴 Quantitative Reasoning	9	
🟣 Lifelong Learning	11	
🟤 Intercultural Knowledge	13	
🩷 People Skills	10	
⚪ Information Literacy	17	
🟡 Civic Engagement	8	
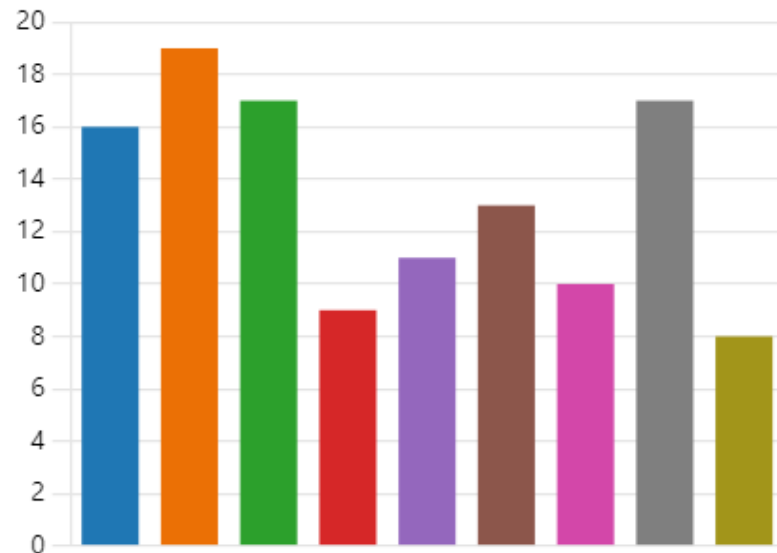
Another set of questions in Round Three addressed the extent to which CLOs should be developed or assessed in the major. Slide 9 reported that respondents identified Communication Skills, Critical Thinking, and Information Literacy as universal CLOs that apply to all students and all majors. Another question asked "Which of the following CLOs should be further developed beyond the Core in ALL majors?" In addition to the universal CLOs, Ethics was mentioned by 17 respondents (65%).

Core in the Major: Assessed in the Major?

| Legend	Value
Communication Skills	21
Critical Thinking	21
Ethics	15
Quantitative Reasoning	12
Lifelong Learning	10
Intercultural Knowledge	7
People Skills	9
Information Literacy	19
Civic Engagement	8
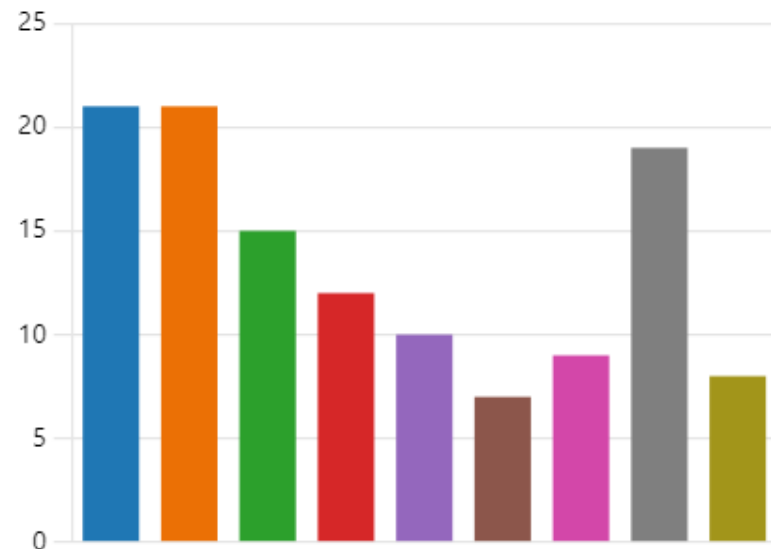
FSU currently has a Graduating Senior Assessment requirement that consists of a multiple-choice test – the ETS Proficiency Profile. The assessment has proven of limited use in determining student proficiency. An alternative that is used at many other institutions is an assessment of senior student work. In that context, the survey asked "Which of the following CLOs could be assessed in the major?" A majority of respondents identified Communication Skills, Critical Thinking, Information Literacy, and Ethics.

Core in
the Major:
Transfer
Mastery?

For which of the following CLOs should mastery by transfer students be required in lower-division Core courses (whether at FSU or transfer institution), and for which could transfer students demonstrate mastery in the major?

Where Should Transfers Demonstrate CLO Mastery?

Legend: Core | Major | Either | Both
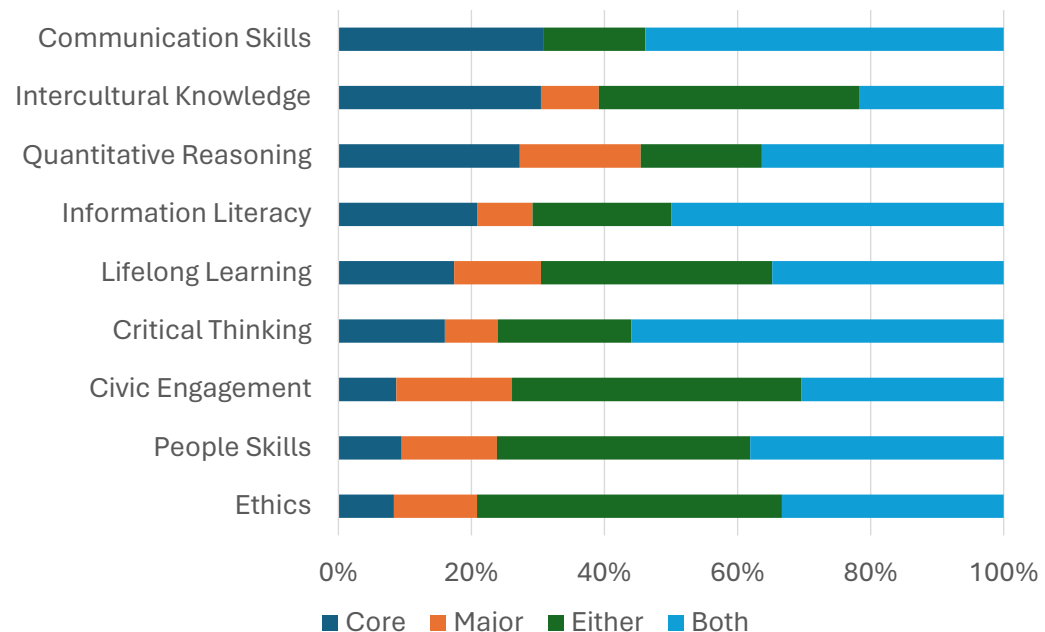
One of the biggest challenges for the Core is how to ensure that transfer students master core learning outcomes. Transfer students enter with a variety of core credits from a variety of transfer institutions. We want to ensure that transfer students develop and demonstrate mastery of our core learning outcomes, but we do not want to add time to degree by requiring transfer students to take lower-division core courses just because they do not have transfer equivalents if at all possible. One way to do this is to allow transfer students to demonstrate mastery of CLOs in the major.

To gauge support for this approach, the Round Three survey asked the question "For which of the following CLOs should mastery by transfer students be required in lower-division Core courses (whether at FSU or transfer institution), and for

which could transfer students demonstrate mastery in the major?" For no CLO did a majority of respondents say that transfer students must demonstrate mastery only in lower-division core courses. This suggests an openness to a greater use of major courses to satisfy core requirements, at least for transfer students.
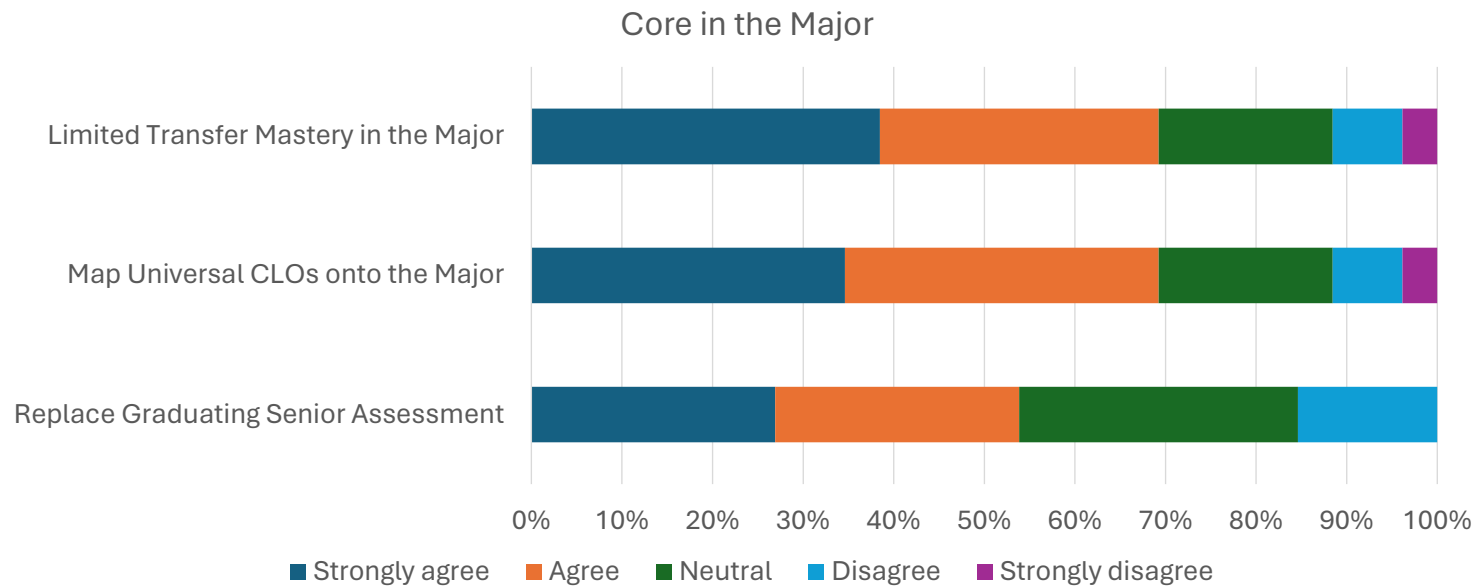
A final set of questions summarized respondent thoughts about the relationship between the Core and the major:
- Universal CLOs should be mapped onto major as well as core courses.
- The current Graduating Senior Assessment should be replaced by assessment of CLOs in the major.
- Transfer students should be allowed to demonstrate mastery of a limited number of CLOs in the major.

Almost 70% of respondents either strongly agreed or agreed with allowing transfer students to demonstrate CLO mastery in the major and with mapping university CLOs onto the major. There was less but still majority (55%) support for replacing the Graduating Senior Assessment with assessment in the major.

Transfers: One Goal, Different Paths

Traditional Students, Traditional Path

- Mastery of all CLOs
- 38-40 Hrs
- All core courses

Non-Traditional Students, Non-Traditional Path

- Mastery of all CLOs
- At least 30 hours of core courses (including transfer equivalents)
- Up to 10 hours in the major?
  - Critical Thinking?
  - Ethics?
  - Digital Literacy?

The goal for these questions is not to exempt transfer students from certain core requirements. At an institution where the majority of students are transfers, exempting transfer students from a Core Learning Outcome is tacit acknowledgement that it is not really core – it does not apply to all students, regardless of background or major. Instead, the goal is to allow transfer students to demonstrate mastery of certain CLOs in the major.

Non-Traditional Pathway

Implications

- Map CLOs onto major courses
- Designate major courses fulfilling CLOs
- Assess CLOs in the major
  o Major courses and/or
  o Capstone

Examples

- Business Admin
  o MGMT 311: Ethics??
  o FINC 311: Critical Thinking??
- Nursing
  o NURS 310: Diversity??

Demonstrating CLO mastery in the major requires that we map CLOs onto relevant major courses. It would require major programs to designate major courses that fulfill the relevant CLO. And it would require assessment of the CLO in the major.

Round Three Results - Summary

- Support for People Skills, but not necessarily as a separate CLO.

- Support for Communication, Critical Thinking, and Information Literacy as Universal CLOs.

- Support for Communication Skills, Critical Thinking, Information Literacy, and Quantitative Reasoning as Essential Skills requiring a dedicated Core course, not so much for others.

- Support for Communication Skills, Critical Thinking, Information Literacy, and Ethics as CLOs that should be developed further in all majors.

- Support for allowing transfer students to satisfy some CLOs in the major.