Results
Apr 25, 2024
John Brooks, Core Review Task Force Chair
## Consensus after Rounds One and Two

<table>
<thead>
<tr>
<th>Round One</th>
<th>Round One and/or Required by SACSCOC</th>
<th>Round Two Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critical Thinking</td>
<td>5. Scientific Literacy* (Natural and Social Sciences)</td>
<td>8. Intercultural Knowledge</td>
</tr>
<tr>
<td>3. Ethics</td>
<td>6. Humanities and Creative Arts*</td>
<td>9. Information Literacy*</td>
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<tr>
<td></td>
<td></td>
<td>• <em>Technological Fluency (including AI incorporated into other CLOs)</em></td>
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<td></td>
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<td>• <em>People Skills</em></td>
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</tbody>
</table>
1. People Skills are a CLO all FSU students should master, regardless of background or major.

More Details
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).

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).
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.

<table>
<thead>
<tr>
<th>Consultant Core Table</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Course #1</td>
</tr>
<tr>
<td>Course #2</td>
</tr>
<tr>
<td><strong>Humanities and Creative Arts</strong></td>
</tr>
<tr>
<td>Course #1</td>
</tr>
<tr>
<td>Course #2</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td>Course #1</td>
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<tr>
<td>Course #2</td>
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<tr>
<td><strong>Sciences</strong></td>
</tr>
<tr>
<td>Course #1</td>
</tr>
<tr>
<td>Course #2</td>
</tr>
</tbody>
</table>

Note: X indicates the presence of a course in the corresponding learning outcome.
CLO vs. Content Area: UNC-Charlotte

Change
- UNC Charlotte
- Revised Core 2021-2023
- 4 CLOs

CLOs and Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comm</th>
<th>Quan</th>
<th>Crit</th>
<th>Intercult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm</td>
<td>P</td>
<td>P</td>
<td></td>
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</tr>
<tr>
<td>Quan/Data</td>
<td></td>
<td>P</td>
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<td></td>
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<tr>
<td>Crit Think</td>
<td></td>
<td></td>
<td>R</td>
<td>P</td>
</tr>
<tr>
<td>Social Science</td>
<td>Global</td>
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<td>P</td>
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<td>Local</td>
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<td>P</td>
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<tr>
<td>Humanities</td>
<td>Global</td>
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<td>P</td>
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<tr>
<td></td>
<td>Local</td>
<td></td>
<td></td>
<td>P</td>
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<tr>
<td>Natural Science</td>
<td></td>
<td></td>
<td>R</td>
<td>R</td>
</tr>
</tbody>
</table>

P: Primary; R: Reinforce
### 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

<table>
<thead>
<tr>
<th>Areas of Knowledge</th>
<th>Written Comm</th>
<th>Oral Comm</th>
<th>Data Fluency</th>
<th>Problem-Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social Science</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Math/Logic</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>X</td>
<td>X</td>
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<td></td>
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<tr>
<td>Foreign Language/Culture</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
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
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
<table>
<thead>
<tr>
<th>Skill</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>15</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>11</td>
</tr>
<tr>
<td>Ethics</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>13</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>10</td>
</tr>
<tr>
<td>Intercultural Knowledge</td>
<td>10</td>
</tr>
<tr>
<td>People Skills</td>
<td>3</td>
</tr>
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</tr>
<tr>
<td>Civic Engagement</td>
<td>4</td>
</tr>
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</table>

Essential Skills: Require a Dedicated Core Course
- 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.
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
Core in the Major: Assessed in the Major?

- 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
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?
Core in the Major

- Limited Transfer Mastery in the Major
- Map Universal CLOs onto the Major
- Replace Graduating Senior Assessment

Strongly agree - Agree - Neutral - Disagree - Strongly disagree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
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?
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??
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.