Core Review Survey

Results

February 2024

Core Review Task Force

This presentation provides an overview of the results of the Core Review Survey conducted in October 2023.

Overview

- Survey
- Respondents
- Responses: Importance
- Responses: Add, Remove, Change
- Next Steps

We will describe the survey instrument itself, how it was created, and how it was administered. We will then analyze the respondent characteristics. We will evaluate how different respondent groups assessed the importance of different potential Core Learning Outcomes (CLOs). We will summarize the open-ended questions about what CLOs should be added, removed, and/or changed. And we will talk about next steps to turn this input into a revised Core Curriculum.

Survey

- Created by Ad Hoc Subcommittee on Stakeholder Input
- Deployed Oct 3-27, 2023
    - Bronco Bulletin
    - Faculty email
    - Alumni Affairs
    - Employer
    - Community partners

The Core Review Task Force created an Ad Hoc Subcommittee on Stakeholder Input and charged it with constructing a survey instrument. The Ad Hoc Subcommittee consisted of volunteers from the Task Force and from the other Subcommittees. The Ad Hoc Subcommittee met several times in September 2023. The final draft was approved by the Task Force and converted into a Microsoft Forms document. It was deployed October 3-27, 2023. The survey was advertised in the Bronco Bulletin, a biweekly email sent to students, faculty, and staff. Faculty received several direct email invitations. Alumni Affairs distributed email invitations to alumni. The Office of Business and Finance distributed email invitations to its community contacts. And the Office of Civic Engagement and Service Learning distributed email invitations to its community non-profit partners.

Respondents

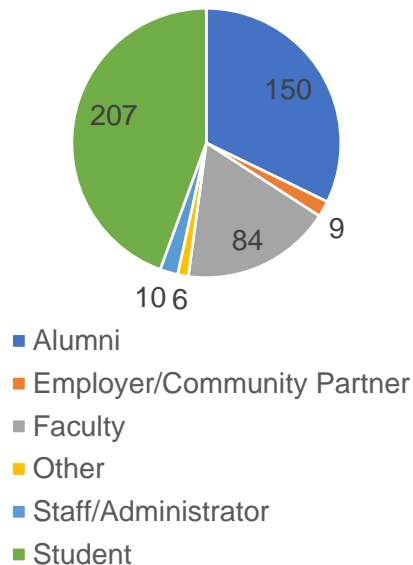Who completed the Core Review Survey?

Dataset and Method

Category	N
Respondents	577
Misconduct/Duplicate	111
Dataset	466

Misconduct: All multiple-choice responses identical **Duplicate**: All responses identical in suspect records and submitted within seconds of each other.

Relationship Type	Respondents	Misconduct	%	R-M
Alumni	179	29	16%	150
Employer/Community Partner	12	3	25%	9
Faculty	91	7	8%	84
Other	11	5	45%	6
Staff/Administrator	13	3	23%	10
Student	271	64	24%	207
Grand Total	577	111	19%	466

There were 577 respondents to the Core Review Survey. An analysis flagged 111 responses as either "misconduct" or duplicate. "Misconduct" means that respondents answered all questions the same: all Very Important, all Important, etc. There are two problems with such responses. One is that they suggest the respondent did not read the questions or the answers. The other is that such responses do not help us make distinctions among different Core Learning Outcomes (CLOs). After discussion, the Ad Hoc Subcommittee on Stakeholder Input recommended that such responses be excluded from the analysis. The Subcommittee also recommended that duplicates be excluded. Duplicates are defined as identical responses submitted in rapid succession, suggesting that the same respondent submitted a response twice. This resulted in a dataset of 466 respondents.

Respondents by Stakeholder Type

Pie chart values: 150, 207, 84, 9, 10, 6

Legend:
- Alumni
- Employer/Community Partner
- Faculty
- Other
- Staff/Administrator
- Student

- Insufficient data for
  - Employer/Community Partner
  - Other
  - Staff/Administrator
- Dataset: 466-25=441

Of the respondents, the largest group were students, followed by alumni, faculty, staff, and employers or community partners. A few respondents indicated a different primary affiliation with FSU. The Ad Hoc Subcommittee discussed what to do with Employer/Community Partner, Other, and Staff/Administrator responses. Because a primary purpose of the survey was to find out how different stakeholders felt about the Core, and because these stakeholders had too few responses for meaningful analysis, the Ad Hoc Subcommittee recommended they be excluded from the analysis.

Respondents by College*
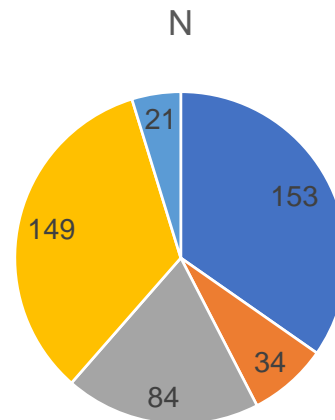
N

- Business and Economics
- Education
- Health, Science, and Technology
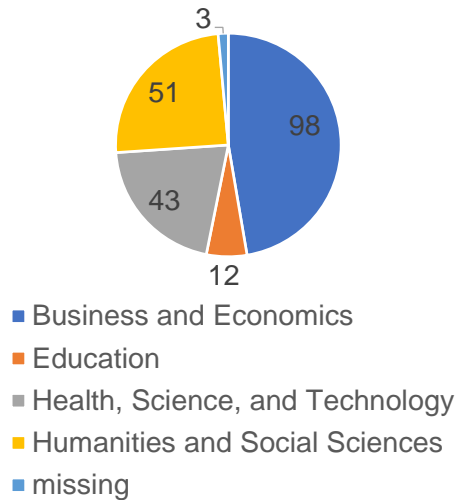- Humanities and Social Sciences
- Missing

*Alumni, Faculty, Students

Students, alumni, faculty, and staff were asked with which academic college they were affiliated. The college with the most respondents was BCBE, followed by CHSS, CHST, and COE. A number of respondents chose not to respond to this question.
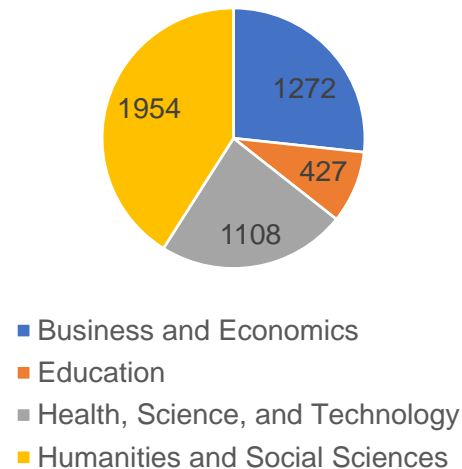
Students by College

FAYETTEVILLE
STATE UNIVERSITY

Survey Respondents

3
51
98
43
12

- Business and Economics
- Education
- Health, Science, and Technology
- Humanities and Social Sciences
- missing

Undergraduate Enrollment, Fall 2022

1954
1272
427
1108

- Business and Economics
- Education
- Health, Science, and Technology
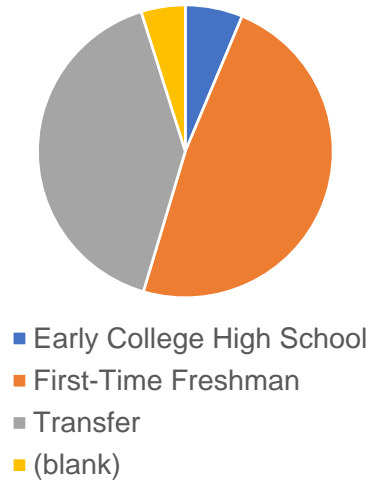- Humanities and Social Sciences

Of the student respondents, the largest number came from BCBE, followed by CHSS, CHST, and COE in that order. Comparing this response to undergraduate enrollment, BCBE is over-represented. CHST and CHSS are under-represented. We will see later that this mismatch is of limited importance, because students generally agreed across colleges.

Students by Admit Type

Survey Respondents

- Early College High School
- First-Time Freshman
- Transfer
- (blank)

Undergraduate Enrollment

- Early College High School
- First-Time Freshman
- Transfer
- Other
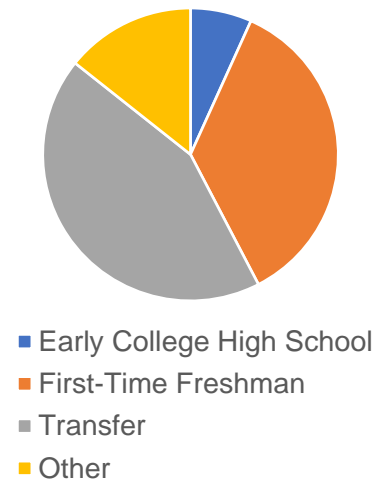
The responses included a large number of transfer students, again reflecting the importance of this population of FSU students. Transfer students a somewhat overrepresented, first-time freshmen somewhat under-represented.

Students: Adult Learners

Survey Respondents

Undergraduate Enrollment

Survey Respondents pie chart: No 131, Yes 73, (blank) 3

Undergraduate Enrollment pie chart: No 3494, Yes 2316
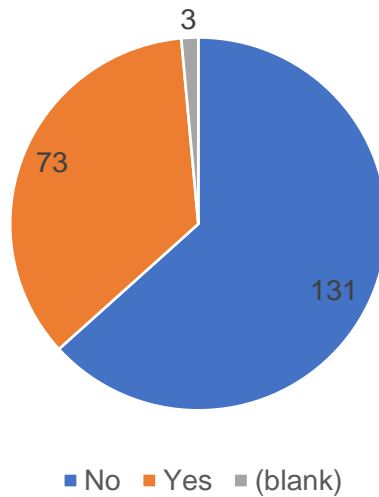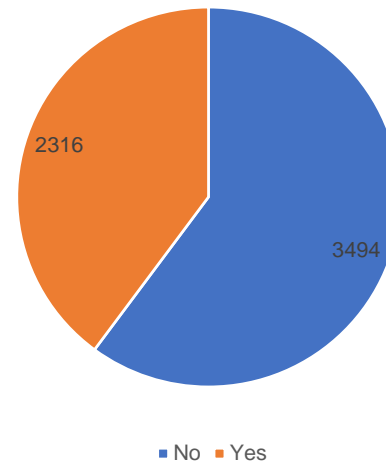
Among alumni and student respondents, the number of adult learners was substantial, reflecting the high percentage of adult learners who attend FSU. Survey respondents generally mirrored the FSU student population.

Students: Military Affiliated

Survey Respondents

Undergraduate Population

■ No   ■ Yes   ■ (blank)
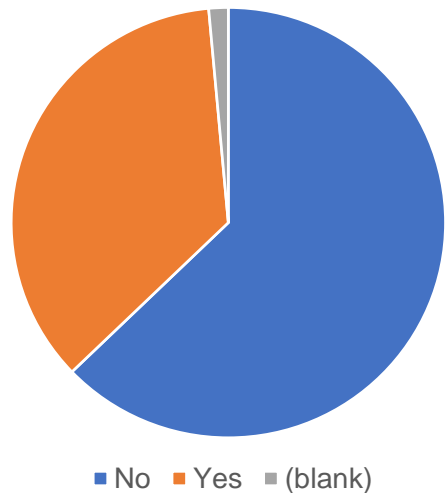
A substantial percentage of alumni and student respondents identified as military-affiliated, which included active duty, veteran, reservist, and families. I do not have FSU numbers, but the roughly one-third military respondents corresponds with estimates of the FSU military-affiliated population.

Students: Classification

Survey Respondents

■ 0-29 credit hours	■ 30-59 credit hours
■ 60-89 credit hours	■ 90+ credit hours
■ (blank)	

Undergraduate Population

■ 0-29 credit hours	■ 30-59 credit hours
■ 60-89 credit hours	■ 90+ credit hours
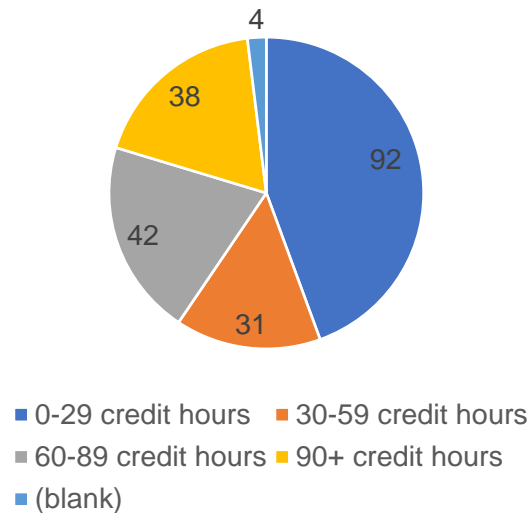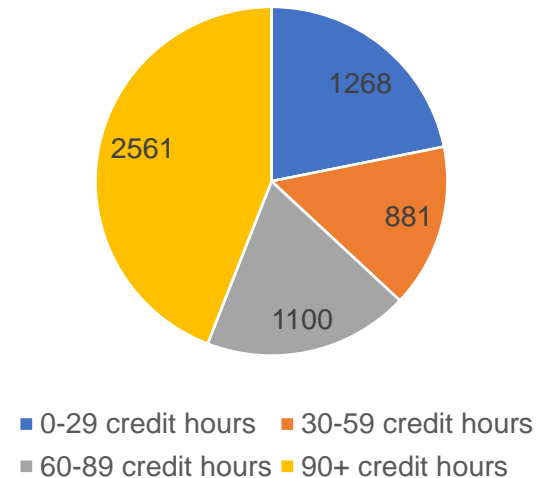
The largest number of student respondents identified as freshmen, but a substantial number indicated that they were juniors and seniors. This reflects the number of transfer students taking core courses. As might be expected, freshmen are over-represented, but they are also over-represented in Core courses.

Students: Online%

Survey Respondents   **Undergraduate Population**

N
4

24

59

24   96

■ 0% ■ 1-50% ■ 51-99% ■ 100% ■ (blank)
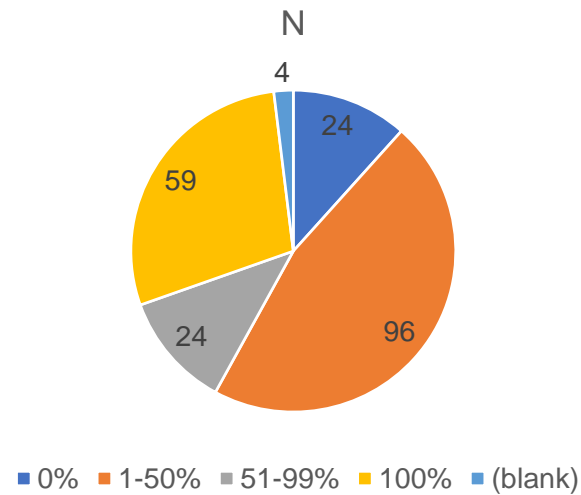
Only 11% of respondents indicated that they had never taken a Core course. At the other end, 28% indicated they were 100% online. Although I do not have a breakdown for undergraduate enrollment, these numbers are generally consistent with FSU undergraduate enrollment figures.

Alumni Years Since Graduation
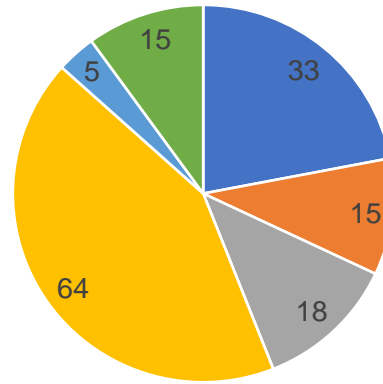
The largest group of alumni respondents – nearly half - were those who graduated 16 or more years ago. Another quarter graduated within the past five years, and the rest between 6 and 15 years ago.

Alumni: College
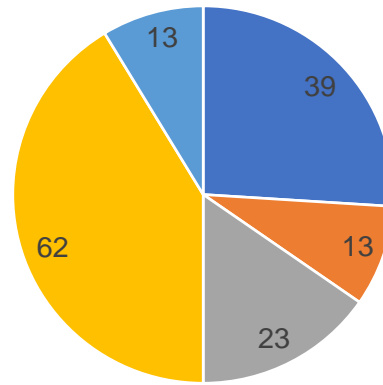
FAYETTEVILLE
STATE UNIVERSITY

Pie chart values: 13, 39, 13, 23, 62

- Business and Economics
- Education
- Health, Science, and Technology
- Humanities and Social Sciences
- (blank)

The largest number of Alumni respondents were from CHSS, followed by BCBE, CHST, and COE.

Alumni: Online%

Alumni Respondents

13
12
7
33
85
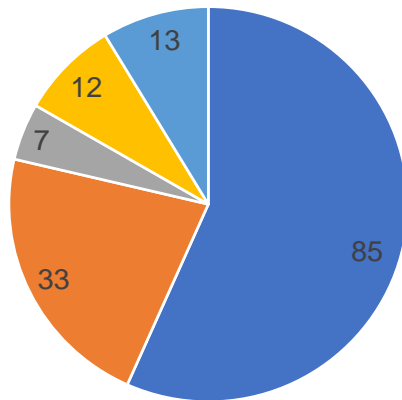
■ 0% ■ 1-50% ■ 51-99% ■ 100% ■ (blank)

Student Respondents

4
24
59
24
96
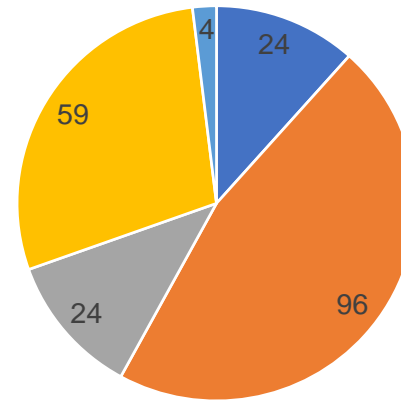
■ 0% ■ 1-50% ■ 51-99% ■ 100% ■ (blank)

Given the relatively recent emergence of FSU as a leader in online education, it is not surprising that a majority of Alumni respondents indicated they had not taken an online class while a student at FSU. This contrasts sharply with student respondents.

Alumni: Adult

Alumni Respondents
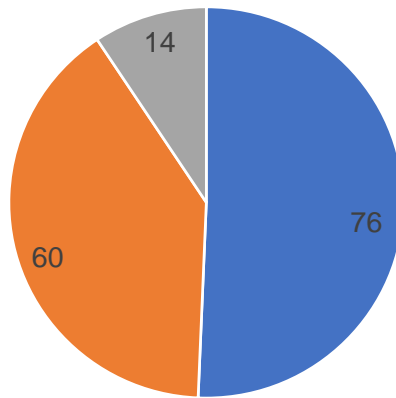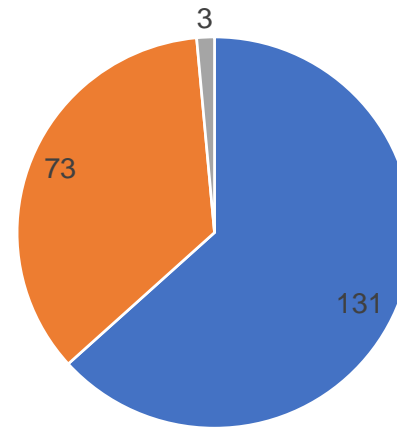
Student Respondents

A substantial percentage of Alumni respondents indicated that they had been adult learners while at FSU, reflecting the student population.

Alumni: Military

Alumni Respondents
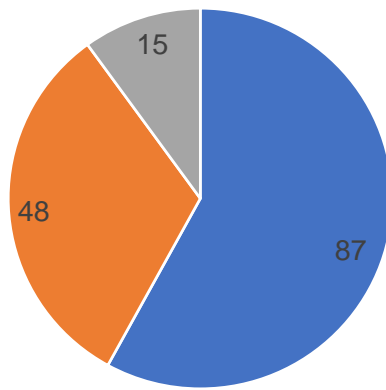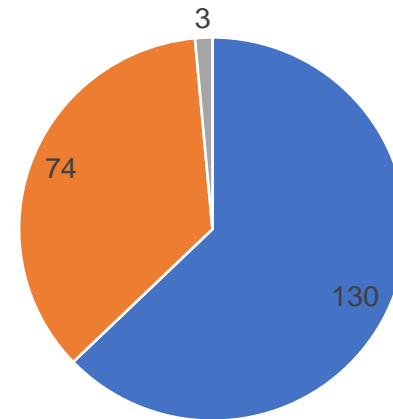
Student Respondents

The same is true for military affiliation. FSU's connection with the military is long-standing.

Alumni: Admit Type

Alumni Respondents

28
68
54

■ First-Time Freshman ■ Transfer ■ (blank)

Student Respondents

10
13
84
100

■ Early College High School
■ First-Time Freshman
■ Transfer
■ (blank)
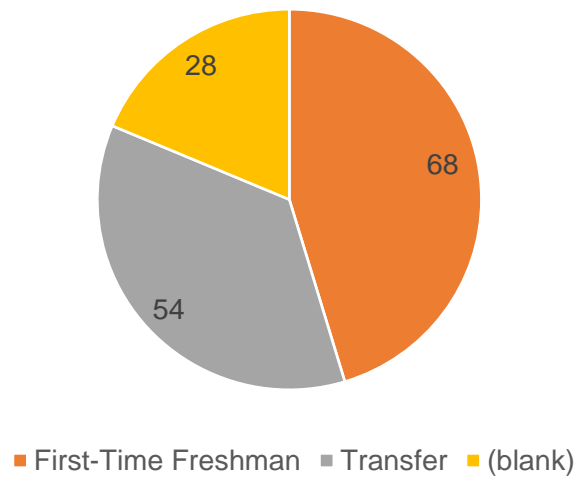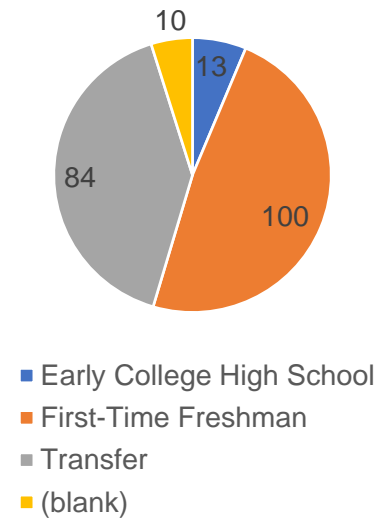
Slightly more Alumni indicated that they had started at FSU as first-time freshmen, but a large percentage indicated they had begun as transfers.

Faculty: College

Survey Respondents
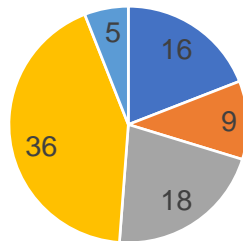
Instructors, Fall 2022
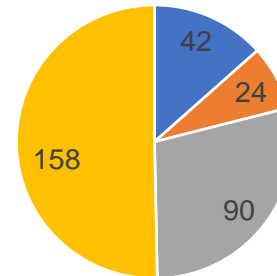
In both the Faculty as a whole and in the survey respondents, the largest share came from CHSS. The next largest share came from CHST, followed by BCBE and COE. It is important to note that the analysis of COE responses comes from only 9 responses.

Faculty Years at FSU
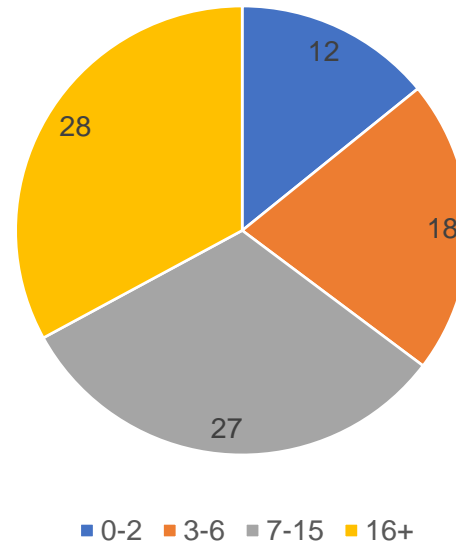
Among faculty respondents, about a third of respondents indicated that they had been at FSU 16 or more years; another third between 7 and 15 years; and the remaining respondents 6 years or less.
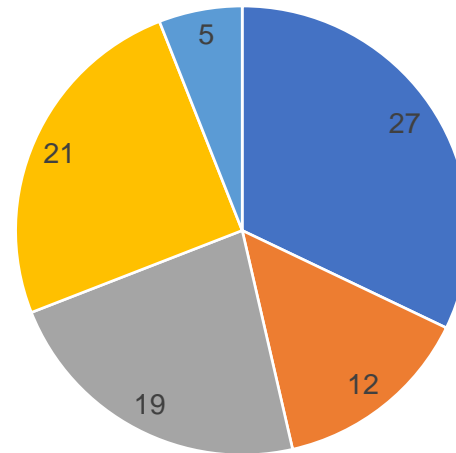
Faculty Rank

About a third of the faculty respondents indicated that they were at the rank of Lecturer. A quarter each were Professor and Associate Professor, with the remaining respondents Assistant Professors.

Respondent Summary

- Good number of students, alumni, faculty
  - Few staff/administrators, employers
- Students somewhat representative
  - BCBE over-represented
  - CHSS under-represented
- Faculty reasonably representative
  - CHST under-represented
- Alumni reasonably representative by most factors
  - Less likely to have taken online classes than current students

Responses: Importance

Importance of Core Skills and Knowledge

The heart of the survey asked respondents to rate the importance of a variety of current and potential core skills and knowledge, otherwise known as Core Learning Outcomes or CLOs.

Survey Questions 1

Qnum	Current	Abbreviation	Prompt
1	Y	Communication	Express ideas clearly and persuasively using written and oral communication skills.
2	Y	Critical Thinking	Analyze and critically evaluate arguments and issues.
3	Y	Quantitative Reasoning	Apply math to situations common in everyday living.
4	Y	Information Literacy	Formulate research questions, use inquiry skills to find and analyze information, and construct well documented arguments to present findings.
5	Y	Natural Science	Understand the fundamental concepts of the natural sciences, use scientific research methods, and apply scientific knowledge to personal and public issues.
6	Y	Social Science	Understand the fundamental concepts of the social and behavioral sciences, use the research methods of the social sciences, and apply social scientific knowledge to personal and public issues.
7	Y	Humanities	Analyze and appreciate the cultural and historical contributions of the humanities and arts.

Current: Y: Current CLO; N: Not current CLO; P: Partial. The CLO is part of a current CLO.

Many of the survey CLOs are part of the current Core Curriculum. These include skills such as Communication Skills and Critical Thinking as well as disciplinary areas such as the Natural Sciences and Social Sciences.

Survey Questions 2

Qnum	Current	Abbreviation	CLO
8	Y	Global Literacy	Understand and engage with world cultures and global issues.
9	N	US Diversity	Understand and engage with diverse cultures within American society.
10	N	African American Studies	Understand and engage with African American history and culture.
11	Y	Ethics	Understand, evaluate, and act on ethical principles.
12	Y	Civic Engagement	Understand, evaluate, and act upon civic responsibility and contribute positively in public life.
13	N	Creativity	Apply skills and knowledge to new situations and propose creative solutions.
14	N	Digital Literacy	Facilitate digital and technology-related skills to understand the implications of technology on society and the workplace.
15	P	Resilience	Demonstrate adaptability and resilience to handle challenges and changes in their careers, civic life, and personal life.
16	P	Teamwork	Work well in teams, collaborate effectively, and potentially take on leadership roles.

Ethics and Civic Engagement constitute one CLO in the current curriculum, but two questions on the survey. Resilience and Teamwork are not current CLOs, but they are included in University Studies courses.

Survey Questions 3

Qnum	Current	Abbreviation	CLO
17	P	Financial Literacy	Understand basic financial literacy, including budgeting, and investing for personal financial success .
18	P	Entrepreneurship	Demonstrate skills in entrepreneurship, innovation, and business management.
19	N	Networking	Build and maintain mutually beneficial relationships in business, civic life, and personal life.
20	P	Emotional Intelligence	Demonstrate emotional intelligence, including empathy and interpersonal skills.

Several of the CLOs are currently included to some extent in the Transitional Studies CLO: Resilience, Teamwork, Financial Literacy, Business and Entrepreneurship, Networking, and Emotional Intelligence.

Importance

Importance	Score
Very Important	4
Important	3
Somewhat Important	2
Not Important	1

Respondents were asked to rate the importance of each CLO on the following scale. The scale was converted to numbers for the purposes of analysis.

Importance Considerations

- Responses
  - Most Very Important or Important
  - Few Somewhat Important
  - Very few Not Important
- How to rank: Mean scores
- How to report: By Stakeholder Type
  - More students and alumni than faculty

Importance	N	Pct
Very Important	6849	60.7
Important	3359	29.8
Somewhat Important	909	8.1
Not Important	98	0.9
(blank)	65	0.6
Grand Total	11280	100.0

Respondents rated almost all the CLOs as Important or Very Important. Only 10% of respondents rated CLOs as Somewhat or Not Important. The analysis here attempts to distinguish between the more and less important, not between the important and the not important. Mean scores were used to rank CLOs.

Top Ten by Stakeholder Type

Rank	Students	Alumni	Faculty
1	Communication	Communication	Communication
2	Financial Literacy	Financial Literacy	Critical Thinking
3	Critical Thinking	Ethics	Ethics
4	Emotional Intelligence	Critical Thinking	Creativity
5	Creativity	Resilience	Resilience
6	Resilience	Emotional Intelligence	US Diversity
7	Ethics	Civic Engagement	Civic Engagement
8	Networking	African American Studies	Emotional Intelligence
9	Teamwork	Teamwork	Digital Literacy
10	US Diversity	Creativity	Financial Literacy

3/3	2/3	1/3

This table shows the ten most highly rated CLOs for each stakeholder group. The color of the CLO indicates how many stakeholder groups rated the CLO in the top ten. Dark green means all stakeholder groups rated it in the top ten. Light green means only one group put it in the top ten. There are some clear areas of agreement. Communication Skills was the highest rated CLO in every stakeholder group. There is also a lot of dark green, indicating some level of agreement among different stakeholder groups on that CLO.

Top Ten Average Scores by Stakeholder Type

Rank	CLO	Score	Gap
1	Communication	3.87	0.13
2	Critical Thinking	3.74	0.10
3	Ethics	3.65	0.02
4	Financial Literacy	3.62	0.03
5	Resilience	3.60	0.03
6	Emotional Intelligence	3.57	0.00
7	Creativity	3.56	0.04
8	US Diversity	3.52	0.00
9	Civic Engagement	3.52	0.02
10	Teamwork	3.50	0.02

3/3	2/3	1/3

- Score: Unweighted average of the scores for Alumni, Students, and Faculty separately
- Gap: Gap between the score below

The areas of agreement may be better represented in the chart on this slide. It shows the unweighted average of the ratings, regardless of the number of respondents in each group. The unweighted average provides a better indication of how all stakeholder groups rated a given CLO. The Gap column indicates the separation between a CLO and the one below it.

All three stakeholder groups agree on seven of the top ten CLOs. Two stakeholder groups agree on the remaining three.

Top Ten Ranking by College*

Rank	BCBE	COE	CHST	CHSS
1	Communication	Communication	Communication	Communication
2	Financial Literacy	Financial Literacy	Critical Thinking	Critical Thinking
3	Ethics	Critical Thinking	Ethics	Ethics
4	Critical Thinking	Creativity	Financial Literacy	Resilience
5	Emotional Intelligence	Emotional Intelligence	Resilience	US Diversity
6	Resilience	Civic Engagement	African American Studies	Emotional Intelligence
7	Creativity	Teamwork	Creativity	Civic Engagement
8	Teamwork	African American Studies	Emotional Intelligence	Financial Literacy
9	Networking	Resilience	Teamwork	Creativity
10	Civic Engagement	US Diversity	US Diversity	African American Studies

*Includes Students, Alumni, Faculty

| 4/4 | 3/4 | 2/4 | 1/4 |

If we sort the respondents by college rather than by stakeholder type, we see a lot of agreement. However, once again this reflects the dominance of students among respondents.

Top Ten Score by College*

Rank	CLO	Score	Gap
1	Communication	3.85	0.13
2	Critical Thinking	3.72	0.04
3	Financial Literacy	3.68	0.08
4	Ethics	3.60	0.02
5	Emotional Intelligence	3.58	0.01
6	Resilience	3.57	0.01
7	Creativity	3.56	0.05
8	Civic Engagement	3.51	0.00
9	Teamwork	3.51	0.00
10	US Diversity	3.50	0.01

4/4 3/4 2/4 1/4

*Includes Students, Alumni, Faculty

If we sort the respondents by college rather than by stakeholder type, we see a lot of agreement. However, once again this reflects the dominance of students among respondents.

Top Ten Ranking Students by College

Rank	BCBE	COE	CHST	CHSS
1	Communication	Communication	Communication	Resilience
2	Financial Literacy	Financial Literacy	Critical Thinking	Communication
3	Emotional Intelligence	Critical Thinking	African American Studies	Emotional Intelligence
4	Networking	Emotional Intelligence	Financial Literacy	Critical Thinking
5	Ethics	Networking	Ethics	Financial Literacy
6	Critical Thinking	Creativity	Teamwork	Civic Engagement
7	Creativity	Teamwork	US Diversity	US Diversity
8	Teamwork	Entrepreneurship	Creativity	Creativity
9	Resilience	Social Science	Resilience	Networking
10	US Diversity	African American Studies	Emotional Intelligence	Teamwork

| 4/4 | 3/4 | 2/4 | 1/4 |

When we look at student respondents by college, we still see a lot of agreement, but we also see a bit more divergence.

Top Ten Average Scores Students by College

Rank	CLO	Score	Gap
1	Communication	3.77	0.10
2	Financial Literacy	3.67	0.01
3	Critical Thinking	3.66	0.08
4	Emotional Intelligence	3.58	0.06
5	Creativity	3.52	0.02
6	Teamwork	3.50	0.01
7	Networking	3.49	0.02
8	Resilience	3.47	0.01
9	African American Studies	3.46	0.01
10	US Diversity	3.45	0.02

4/4	3/4	2/4	1/4

Nevertheless, students from all four colleges agree on the top six.

Top Ten Students by Admit Type

Top Ten

Rank	FR	TR
1	Communication	Communication
2	Financial Literacy	Emotional Intelligence
3	Critical Thinking	Financial Literacy
4	Networking	Critical Thinking
5	Teamwork	Ethics
6	Emotional Intelligence	Resilience
7	US Diversity	Creativity
8	Creativity	Civic Engagement
9	African American Studies	US Diversity
10	Resilience	Networking

Average by Admit Type

Rank	CLO	Score	Gap
1	Communication	3.77	0.10
2	Financial Literacy	3.67	0.03
3	Emotional Intelligence	3.64	0.00
4	Critical Thinking	3.63	0.06
5	Creativity	3.57	0.02
6	Ethics	3.55	0.01
7	Resilience	3.55	0.01
8	Networking	3.54	0.01
9	US Diversity	3.52	0.01
10	Teamwork	3.52	0.03

2/2   1/2

This agreement extends to different types of students. Freshmen and transfer students agree on eight of the top ten.

Top Ten Students by Age

Top Ten

Rank	Traditional	Adult
1	Communication	Communication
2	Financial Literacy	Emotional Intelligence
3	Critical Thinking	Financial Literacy
4	Networking	Ethics
5	Creativity	Critical Thinking
6	Emotional Intelligence	Resilience
7	Teamwork	Civic Engagement
8	US Diversity	Creativity
9	Resilience	US Diversity
10	Ethics	Teamwork

Average Score by Age

Rank	CLO	Score	Gap
1	Communication	3.79	0.11
2	Financial Literacy	3.68	0.03
3	Critical Thinking	3.65	0.01
4	Emotional Intelligence	3.64	0.06
5	Resilience	3.58	0.01
6	Ethics	3.58	0.01
7	Creativity	3.57	0.03
8	US Diversity	3.53	0.00
9	Teamwork	3.53	0.00
10	Networking	3.53	0.04

2/2   1/2

This is also true of students by age, who agree on 9 of 10.

Top Ten Students by Class

Top Ten

Rank	FR-SO	JR-SR
1	Communication	Communication
2	Financial Literacy	Ethics
3	Critical Thinking	Emotional Intelligence
4	Networking	Financial Literacy
5	Teamwork	Creativity
6	Emotional Intelligence	Critical Thinking
7	Resilience	Resilience
8	African American Studies	Civic Engagement
9	US Diversity	US Diversity
10	Creativity	Teamwork

Average by Class

Rank	CLO	Score	Gap
1	Communication	3.79	0.10
2	Financial Literacy	3.69	0.03
3	Critical Thinking	3.66	0.02
4	Emotional Intelligence	3.64	0.04
5	Ethics	3.60	0.00
6	Creativity	3.60	0.01
7	Resilience	3.59	0.04
8	US Diversity	3.56	0.01
9	Networking	3.55	0.01
10	Teamwork	3.54	0.03

2/2   1/2

And by classification.

Top Ten Students: Lower Division Freshmen vs. Other

Top Ten

Rank	LDFR	Other
1	Communication	Communication
2	Financial Literacy	Financial Literacy
3	Critical Thinking	Emotional Intelligence
4	Teamwork	Critical Thinking
5	Networking	Ethics
6	African American Studies	Resilience
7	Emotional Intelligence	Creativity
8	Creativity	US Diversity
9	US Diversity	Civic Engagement
10	Resilience	Networking

Average by Class

Rank	CLO	Score	Gap
1	Communication	3.77	0.10
2	Financial Literacy	3.67	0.02
3	Critical Thinking	3.65	0.05
4	Emotional Intelligence	3.61	0.04
5	Creativity	3.56	0.01
6	Networking	3.55	0.00
7	Resilience	3.55	0.00
8	Teamwork	3.55	0.02
9	US Diversity	3.53	0.00
10	Ethics	3.53	0.03

2/2   1/2

There is one group of students who deserve special focus. Lower-division freshmen are first-time-in-college students with fewer than 60 earned hours. Although today they make up only half of Core enrollment, their success at FSU depends on their success in Core courses. They agree with other students on 8 of the top 10 CLOs.

Top Ten Students by Military

Top Ten

Rank	Military	Other
1	Communication	Communication
2	Financial Literacy	Financial Literacy
3	Emotional Intelligence	Critical Thinking
4	Critical Thinking	Emotional Intelligence
5	Creativity	Resilience
6	Teamwork	Ethics
7	Resilience	Networking
8	African American Studies	Creativity
9	US Diversity	US Diversity
10	Ethics	Teamwork

Average by Military v Other

Rank	CLO	Score	Gap
1	Communication	3.79	0.10
2	Financial Literacy	3.68	0.03
3	Critical Thinking	3.65	0.02
4	Emotional Intelligence	3.63	0.04
5	Creativity	3.58	0.02
6	Resilience	3.56	0.02
7	Ethics	3.54	0.00
8	Teamwork	3.54	0.00
9	Networking	3.54	0.00
10	US Diversity	3.53	0.04

Military students tend to agree with other students on the highest rated CLOs.

Top Ten Alumni by College

Rank	BCBE	COE	CHST	CHSS
1	Communication	Communication	Communication	Communication
2	Financial Literacy	Financial Literacy	Financial Literacy	Ethics
3	Ethics	Resilience	Ethics	Critical Thinking
4	Critical Thinking	Civic Engagement	Critical Thinking	Financial Literacy
5	Resilience	Creativity	Resilience	Civic Engagement
6	African American Studies	Ethics	Emotional Intelligence	Resilience
7	Emotional Intelligence	Critical Thinking	African American Studies	Emotional Intelligence
8	Teamwork	Teamwork	Civic Engagement	Teamwork
9	Civic Engagement	US Diversity	Teamwork	African American Studies
10	Creativity	Digital Literacy	US Diversity	Creativity

| 4/4 | 3/4 | 2/4 | 1/4 |

Top Ten Alumni Average by College

Rank	CLO	Score	Gap
1	Communication	3.91	0.09
2	Financial Literacy	3.82	0.03
3	Ethics	3.79	0.03
4	Critical Thinking	3.75	0.03
5	Resilience	3.72	0.10
6	Civic Engagement	3.63	0.01
7	Emotional Intelligence	3.62	0.02
8	African American Studies	3.60	0.02
9	Teamwork	3.58	0.02
10	Creativity	3.56	0.02

| 4/4 | 3/4 | 2/4 | 1/4 |

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Alumni are also in substantial agreement. They agree on seven of the top ten. Three out of four colleges agree on the other three.

Top Ten Alumni by Years Since Graduation

Rank	0-5 Yrs	6-10 Yrs	11-15 Yrs	16+ Yrs
1	Communication	Communication	Communication	Communication
2	Critical Thinking	Ethics	Critical Thinking	Financial Literacy
3	Ethics	African American Studies	Financial Literacy	Ethics
4	Emotional Intelligence	Critical Thinking	Ethics	Critical Thinking
5	Resilience	Resilience	US Diversity	Civic Engagement
6	Teamwork	Financial Literacy	Creativity	Resilience
7	Financial Literacy	Civic Engagement	Resilience	African American Studies
8	Creativity	US Diversity	Civic Engagement	Emotional Intelligence
9	African American Studies	Teamwork	African American Studies	Teamwork
10	Civic Engagement	Creativity	Emotional Intelligence	US Diversity

4/4 3/4 2/4 1/4

There was somewhat less agreement among alumni by year of graduation. Still, alumni agreed on seven of the top ten.

Top Ten Alumni Average Score by Graduation

Rank	CLO	Score	Gap
1	Communication	3.89	0.10
2	Ethics	3.79	0.00
3	Critical Thinking	3.79	0.02
4	Financial Literacy	3.77	0.10
5	Resilience	3.67	0.06
6	African American Studies	3.61	0.02
7	Emotional Intelligence	3.59	0.01
8	Civic Engagement	3.59	0.01
9	Creativity	3.57	0.01
10	US Diversity	3.57	0.02

4/4	3/4	2/4	1/4

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Top Ten Faculty by College

Rank	BCBE	COE	CHST	CHSS
1	Communication	Communication	Communication	Communication
2	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking
3	Financial Literacy	Financial Literacy	Natural Science	US Diversity
4	Digital Literacy	Creativity	Ethics	Ethics
5	Ethics	Emotional Intelligence	Resilience	Civic Engagement
6	Creativity	Civic Engagement	Creativity	Resilience
7	Resilience	Digital Literacy	Quantitative Reasoning	Creativity
8	Emotional Intelligence	Ethics	Teamwork	Global Literacy
9	Social Science	US Diversity	Civic Engagement	African American Studies
10	Quantitative Reasoning	African American Studies	Financial Literacy	Emotional Intelligence

| 4/4 | 3/4 | 2/4 | 1/4 |

Faculty had the least amount of agreement across colleges.

Top Ten Faculty Average by College

Rank	CLO	Score	Gap
1	Communication	3.91	0.13
2	Critical Thinking	3.77	0.19
3	Ethics	3.58	0.02
4	Creativity	3.56	0.07
5	Resilience	3.49	0.00
6	Financial Literacy	3.49	0.02
7	Emotional Intelligence	3.47	0.01
8	Civic Engagement	3.46	0.02
9	Digital Literacy	3.44	0.05
10	US Diversity	3.40	0.04

| 4/4 | 3/4 | 2/4 | 1/4 |

Faculty from all four colleges agreed on only four of the top ten CLOs. However, 3 out of 4 colleges agreed on the next 4.

Bottom Ten by Stakeholder Type

Rank	Students	Alumni	Faculty
11	African American Studies	US Diversity	Teamwork
12	Civic Engagement	Digital Literacy	African American Studies
13	Global Literacy	Global Literacy	Information Literacy
14	Information Literacy	Networking	Global Literacy
15	Digital Literacy	Information Literacy	Quantitative Reasoning
16	Social Science	Quantitative Reasoning	Social Science
17	Humanities	Humanities	Natural Science
18	Entrepreneurship	Social Science	Networking
19	Natural Science	Entrepreneurship	Humanities
20	Quantitative Reasoning	Natural Science	Entrepreneurship

| 3/3 | 2/3 | 1/3 |

This table shows the bottom ten CLOs by stakeholder type. The traditional core disciplines of natural sciences, social sciences, and humanities are near the bottom of every list. The Average by Type makes this even clearer. Of the six CLOs rated Very Important by less than half of the stakeholder groups, four – Humanities, Social Science, Natural Science, and Quantitative Reasoning – can be considered mainstays of the current and indeed any traditional core curriculum. Even faculty rated these CLOS below others.

Bottom Ten Average by Stakeholder

Rank	CLO	Score	Gap
11	African American Studies	3.47	0.08
12	Digital Literacy	3.39	0.04
13	Global Literacy	3.35	0.01
14	Networking	3.34	0.02
15	Information Literacy	3.32	0.11
16	Social Science	3.21	0.04
17	Humanities	3.17	0.07
18	Quantitative Reasoning	3.10	0.07
19	Natural Science	3.03	0.05
20	Entrepreneurship	2.98	

3/3	2/3	1/3

The Average by Type makes this even clearer. Of the seven CLOs rated in the bottom ten by all stakeholder types, four – Humanities, Social Science, Natural Science, and Quantitative Reasoning – can be considered mainstays of the current and indeed any traditional core curriculum. We can add Information Literacy to the group, because it essentially means the research writing component of English Composition. Even faculty rated these CLOS below others. Global Literacy is also in the bottom ten in all stakeholder groups.

Bottom Ten Faculty by College

Rank	BCBE	COE	CHST	CHSS
11	Quantitative Reasoning	Resilience	Emotional Intelligence	Humanities
12	Civic Engagement	Teamwork	Social Science	Digital Literacy
13	Teamwork	Networking	Information Literacy	Information Literacy
14	Entrepreneurship	Global Literacy	Digital Literacy	Teamwork
15	Networking	Humanities	African American Studies	Natural Science
16	Global Literacy	Quantitative Reasoning	US Diversity	Social Science
17	US Diversity	Social Science	Networking	Financial Literacy
18	African American Studies	Information Literacy	Humanities	Quantitative Reasoning
19	Natural Science	Entrepreneurship	Global Literacy	Networking
20	Humanities	Natural Science	Entrepreneurship	Entrepreneurship

| 4/4 | 3/4 | 2/4 | 1/4 |

As with the top ten, so with the bottom ten, there was less agreement among faculty than among other stakeholder groups.

Bottom Ten Faculty Average by College

Rank	CLO	Score	Gap
11	Teamwork	3.35	0.06
12	Quantitative Reasoning	3.29	0.02
13	African American Studies	3.28	0.02
14	Social Science	3.25	0.03
15	Global Literacy	3.22	0.02
16	Information Literacy	3.19	0.04
17	Networking	3.16	0.06
18	Natural Science	3.10	0.04
19	Humanities	3.05	0.29
20	Entrepreneurship	2.77	

4/4	3/4	2/4	1/4

Faculty from all four colleges agreed on only three of the bottom ten. Faculty from each college tended to rate CLOs related to their disciplines more highly than did their colleagues in other colleges. Still, there was agreement of 3 out of 4 colleges on six of the bottom ten.

Responses: Add, Remove, Change

In addition to the prompts asking how important a given CLO was, respondents were asked what CLOs they would add to, remove from, or change in the core.

Text Questions

Q	Question
ADD	Are there other skills and knowledge not listed above that should be ADDED to the FSU core curriculum?
REMOVE	Are there skills and knowledge that should be REMOVED from the current FSU core curriculum?
CHANGE	Are there skills and knowledge that should be CHANGED or REVISED in the current FSU core curriculum?
COMMENTS	If you recommended that skills and knowledge be added to, removed from, or changed in the current FSU core curriculum, please explain your reasons.

Text Question Processing

Process

- Assigned CLO to each response
  - Survey CLOs where equivalent
  - Other where no equivalent
  - None where blank, "No", "None", "N/A", etc.

Results

Q	None	All Other
ADD	478 (81.6%)	108 (18.4%)
REMOVE	544 (94.3%)	33 (5.7%)
CHANGE	530 (91.4%)	50 (8.6%)

The vast majority of respondents did not respond to these questions. It is important, therefore, not to read too much into the responses.

I went through the responses. If a respondent addressed a CLO in the survey, I tagged the response with that CLO. If there was no equivalent, I tagged it "Other".

Text CLOs

ADD

CLO	N
Emotional Intelligence	11
Financial Literacy	11
Communication	8
Transitional Studies	8
Entrepreneurship	8
Global Literacy	8
Digital Literacy	7
Social Science	6
Resilience	5
African American Studies	5

REMOVE

CLO	N
Quantitative Reasoning	6
Natural Science	5
Entrepreneurship	4
Social Science	4
OTHER	3
Ethics	3
Critical Thinking	2
Humanities	2
Global Literacy	2
Blank	1

CHANGE

CLO	N
Quantitative Reasoning	5
Natural Science	4
Communication	4
OTHER	4
Emotional Intelligence	4
Social Science	4
Transitional Studies	3
Global Literacy	3
Information Literacy	3
African American Studies	3

According to this classification, the CLOs most frequently proposed to add to the core were Emotional Intelligence (EI) and Financial Literacy (FINLIT). Communication Skills (COMM), Transitional Studies (TRAN), Business and Entrepreneurship (BUSN), and Diversity-Global (DIVG) were the next most frequently proposed.

The CLOs most frequently recommended for removal from the core included Quantitative Reasoning (QUAN) and Natural Science (NSCI), followed by Business and Entrepreneurship and Social Science.

The CLOs most frequently mentioned to change were Quantitative Reasoning, followed by Natural Science, Communication Skills, "Other", etc.

"Other" Examples

- "Journalistic, television, and acting skills"

- "1) Sustainability; 2) Ability to get things done and 3) Ability to learn new knowledge and develop new skills"

- "Have each student do 3 different field experiences. Ex: Teaching, Medical/Clinical & Technology 2 to 4 wks"

- "Create families for those students are without families."

The "Other" responses that could not be matched with one of the CLOs included suggestions about the curriculum – acting skills, sustainability – as well as suggestions for activities and experiences to enhance the core – field experiences, family surrogates.

Text Questions Value

- Relatively few responses
- Mostly reinforced ratings of importance
  - If Very Important, then ADD or CHANGE
  - If Somewhat or Not Important, then REMOVE
- Few truly different CLOs

There were relatively few responses to these questions, which may indicate that respondents felt all the relevant CLOs were included in the survey. Most of the responses appeared to reinforce ratings in the other part of the survey. Respondents who indicated that a CLO was Very Important were likely to recommend that the CLO be added or changed. Respondents who rated a CLO Somewhat or Not Important were more likely to recommend it be removed from the Core. Very few truly different CLOs were suggested.

Conclusions

Conclusions

- **Skills are more important than knowledge**
  - Traditional academic skills rank highest
  - Traditional disciplinary knowledge ranks lowest
- **Many Transitional Studies skills rank high**
- **Ethics** and **Civic Engagement** rank higher than traditional disciplinary knowledge
- **Diversity** ranks higher than traditional disciplinary knowledge
  - US and African American diversity rank higher than Global

Top CLOs

All Stakeholders

Rank	CLO	Score	Gap	Current
1	Communication	3.87	0.13	Y
2	Critical Thinking	3.74	0.10	Y
3	Ethics	3.65	0.02	Y
4	Financial Literacy	3.62	0.03	Y
5	Resilience	3.60	0.03	P
6	Emotional Intelligence	3.57	0.00	P
7	Creativity	3.56	0.04	N

Other Faculty Top Ten

Rank	CLO	Score	Gap	Current
8	Civic Engagement	3.46	0.02	Y
9	Digital Literacy	3.44	0.05	N
10	US Diversity	3.40	0.04	N

3/3	2/3	1/3

All Stakeholder groups agreed on seven CLOs for the top ten. Because faculty will ultimately determine the revised Core curriculum, I have listed the remaining three top ten CLOs for faculty.

Current Core Importance

Outcome Groups	Learning Outcomes	Requirements	Importance
Transitional Studies	Transitional Studies	University Studies	Important
		Life Skills	**Very Important**
Essential Skills	**Communication Skills**	**Written Communication**	**Very Important**
		Oral Communication	**Very Important**
	Reasoning Skills	**Critical Thinking**	**Very Important**
		Quantitative Reasoning	*Somewhat Important*
	Information Literacy	*Information Literacy*	*Somewhat Important*
Disciplinary Perspectives	*Scientific Literacy*	*Natural Science*	*Somewhat Important*
		Social Science	*Somewhat Important*
	Humanities and Creative Arts	*Humanities and Creative Arts*	*Somewhat Important*
Global Responsibility	*Global Literacy*	*Global Literacy*	*Somewhat Important*
	Ethics and Civic Engagement	**Ethics** and Civic Engagement	**Very Important**

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CORE REVIEW

ARE YOU IN?

In terms of implications for the Core Review, the survey reinforced the importance of several of the current CLOs and requirements. However, there are opportunities to review and reassess others.

Current CLOs 3: Transitional Studies-ish

Q	Question	Importance
Resilience	Demonstrate adaptability and resilience to handle challenges and changes in their careers, civic life, and personal life.	Important
Teamwork	Work well in teams, collaborate effectively, and potentially take on leadership roles.	Important
Financial Literacy	Understand basic financial literacy, including budgeting, and investing for personal financial success.	Important
Entrepreneurship	Demonstrate skills in entrepreneurship, innovation, and business management.	*Somewhat Important*
Networking	Build and maintain mutually beneficial relationships in business, civic life, and personal life.	*Somewhat Important*
Emotional Intelligence	Demonstrate emotional intelligence, including empathy and interpersonal skills.	Important

Several of the CLOs currently included in the Transitional Studies CLO were found to be Important: Resilience, Teamwork, Financial Literacy, and Emotional Intelligence. This suggests that we should keep and develop this CLO. Business and Entrepreneurship (BUSEN) and Networking (NETW) were somewhat important.

Potential CLOs

Q	Question	Importance
Creativity	Apply skills and knowledge to new situations and propose creative solutions.	**Very Important**
Digital Literacy	Facilitate digital and technology-related skills to understand the implications of technology on society and the workplace.	*Somewhat Important*
US Diversity	Understand and engage with diverse cultures within American society.	Important
African American Diversity	Understand and engage with African American history and culture.	Important

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The results of the survey suggest that we should consider how to incorporate Creativity and Diversity into the Core. Digital Literacy (DIGLIT) was somewhat important, but it was not judged as important as many other current and potential CLOs.