

Proposed Questions (and process-flow) for College Conversations

- I. Present the OATF Committee definition for Superordinate University-wide Learning Outcomes. This definition is “University-wide learning outcomes are those that are **integrated** into the instructional curriculum of **every** program such that students will be able to demonstrate their learning regarding that outcome and faculty will be able to assess that learning for the purposes of program improvement.”

- II. Open the floor for *general discussion* about this definition and the implications of this definition:
 - Comments
 - Questions
 - Concerns
 - Suggestions

What does it mean *to integrate* University-wide SLOs into every program?

Note: How much is enough? For example, the ecological literacy outcome is delivered in the Colloquium that is required of every student who attends FGCU. Is exposure to the outcome in one course sufficient? Do students have to be exposed to an outcome in more than one course for it to be considered as a university-wide outcome? (One opinion is that two or at most three occurrences of a teaching-assessment ‘couple’ is sufficient to improve student learning)

- III. *Share data* from the survey
Based on the discussion about the definition of University-wide SLOs and on the preliminary data from this survey, which *specific outcomes do faculty think should be included as university-wide outcomes?*

The Florida Board of Governors requires all baccalaureate programs to assess core student learning outcomes in the three areas of communication skills, critical thinking skills, and content/discipline knowledge and skills. These are currently included in our Academic Learning Compacts (ALCs). Currently, the graduate SLOs also include these three outcomes.

IV. Considering the mission and vision of Florida Gulf Coast University,

	I teach this SLO.		I assess this SLO		I would be willing to teach and assess this SLO in the future.		I think someone else in my program should teach and assess this SLO.	
Critical Thinking	140	86.42%	113	69.75%	47	29.01%	22	13.58%
Problem-solving Abilities	130	80.25%	101	62.35%	39	24.07%	20	12.35%
Disciplinary Knowledge/Skills	129	79.63%	112	69.14%	37	22.84%	18	11.11%
Communication	115	70.99%	100	61.73%	40	24.69%	28	17.28%

Ethical Responsibility	104	64.20%	61	37.65%	39	24.07%	21	12.96%
Information Literacy	100	61.73%	76	46.91%	32	19.75%	25	15.43%
Diversity/Multiculturalism	80	49.38%	41	25.31%	35	21.60%	31	19.14%
Technological Literacy	79	48.77%	53	32.72%	31	19.14%	39	24.07%

Continuous Improvement	75	46.30%	58	35.80%	21	12.96%	24	14.81%
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Quantitative Reasoning	66	40.74%	53	32.72%	26	16.05%	44	27.16%
Ecological Perspective	63	38.89%	41	25.31%	25	15.43%	40	24.69%
Community Involvement	57	35.19%	31	19.14%	37	22.84%	41	25.31%
Leadership	49	30.25%	27	16.67%	29	17.90%	31	19.14%
Aesthetic Sensibility	46	28.40%	21	12.96%	29	17.90%	40	24.69%

If we decide not to include any of these other outcomes as University-wide outcomes, what do you think we should do with them? Some options are:

- Maintain some or all of them as “values” to which the University makes some form of institutional commitment.
- Maintain some or all of them as “historical or foundational goals” or some other label with an explanation of what we do with them to maintain them as part of our University culture.
- Incorporate some or all of them as program or college outcomes.
- Incorporate some or all of them within the existing three (communication skills, critical thinking skills, content/discipline knowledge and skills)