

COLLEGE OF BUSINESS ADMINISTRATION



February 2, 2012

TO: Outcome and Assessment Committee
FROM: Dr. Darlene Andert CMC CFM

RE: Summary Report of the Lutgert College of Business Faculty Retreat: University-wide SLO Discussion

The Lutgert College of Business held a mandatory faculty-wide retreat on Friday, January 20, 2012. As noted in the meeting agenda (See Appendix "B"), time was set aside to engage business and visiting hospitality faculty in the review of three preliminary University-wide Standard Learning Objectives (SLO) presented by the Outcomes and Assessment Task Force (OATF).

A full slide presentation was offered (See Appendix "A") and faculty were offered an overview of the definition of a University-wide SLO; a matrix of the proposed University-wide SLO and the current LCOB undergraduate and graduate SLOs; the University-wide survey results covering all considered SLOs; and a discussion unused. Faculty offered limited resistance to the selection of CRITICAL THINKING, COMMUNICATION SKILLS and CONTENT/DISCIPLINE KNOWLEDGE & SKILLS as the University-wide SLOs.

Faculty discussed the evolution of the OATF. Discussion by seasoned faculty, offered a summary review of the Florida Board of Governors current requirements that all baccalaureate programs assess core student learning outcomes in the same three areas of communication skills, critical thinking skills, and content/discipline knowledge and skills; and that these three SLOs are also currently included in our Academic Learning Compacts (ALCs).

Faculty commented that three SLO was adequate. Specific comment was offered to indicate that more than three SLOs was undesirable. This comment and sentiment was affirmed by multiple faculty members. A request was made for faculty to comment on the other SLOs without comment. Hearing no further comments, the meeting was adjourned.

Following the LCOB retreat meeting and additional email was sent to all faculty to elicit any comments not openly shared during the January 20th meeting. AS of February 2, no additional comments were received.

Respectfully Submitted..

Appendix “A”

PowerPoint slides deleted because of memory

Appendix “B”

Copy of Minutes: January 20 2012 Lutgert College of Business Faculty retreat

**LCOB Meeting Agenda
Lutgert Hall Room 1201
January 20, 2012**

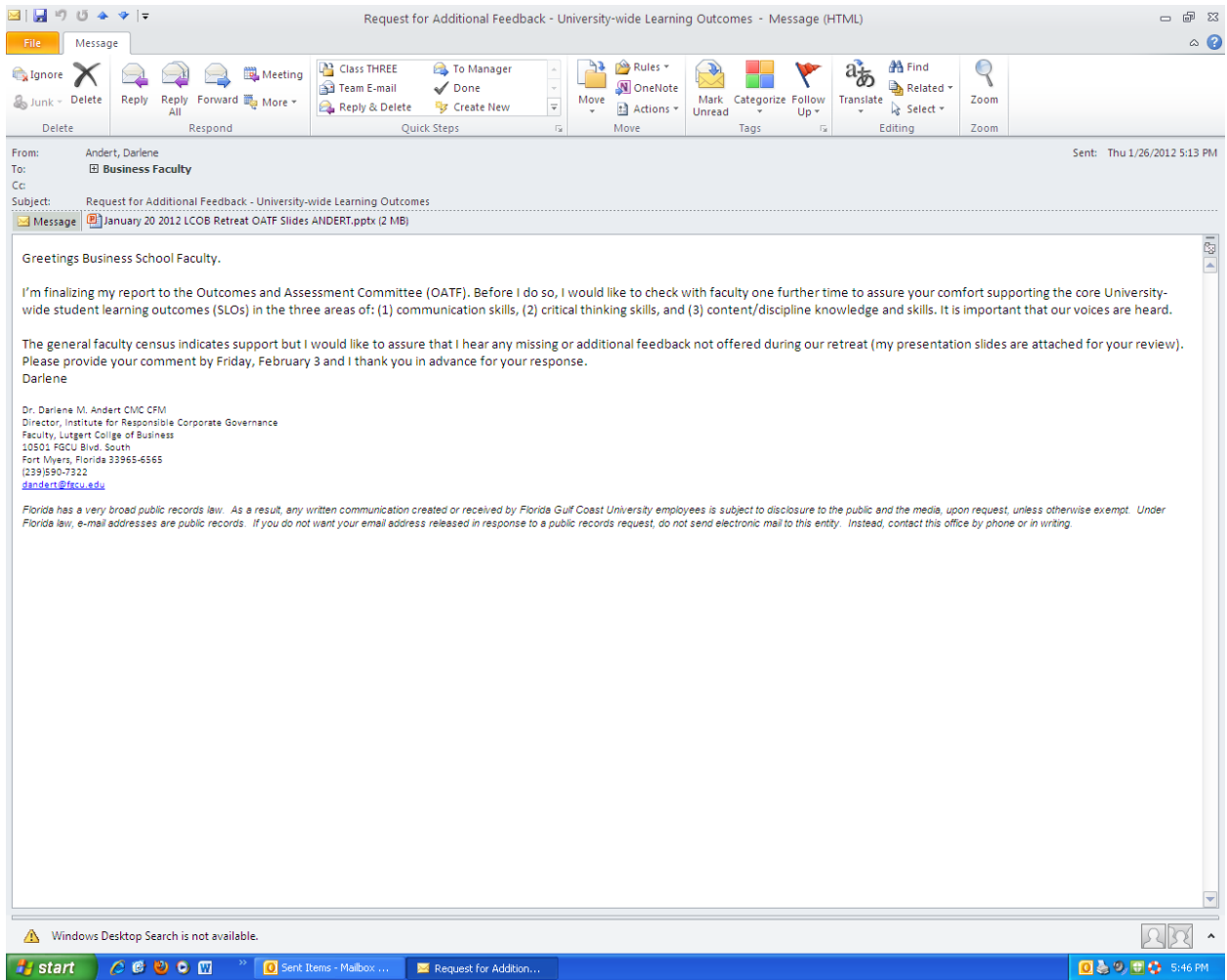
Welcome – Hudson	9:00 -9:10
PRC & elections - Khaled	9:10 – 9:15
Assurance of learning (Fraser & Judy)	9:15 – 10:30
AACSB Standards Update; Mission, Vision, Strategic Plan – Hudson & Ara	10:30 – 11:15
OATF Update (University Learning Outcomes) – Darlene Andert	11:15-11:30
Dr. Toll	11:30
Lunch followed by Department Meetings	

SUBJECT	DISCUSSION
9:03 Welcome	<p>Dr. Rogers welcomed the Lutgert College of Business and Resort & Hospitality Management faculty and staff. .</p> <p style="padding-left: 40px;">Reminder this is our “self-study year” for re-accreditation. Report due in Mid-October 2012 Sight Visit Feb 17-19, 2013 Measure twice and close the loop at least once.</p>
9:15: PRC & Elections	<p>Introduction of new faculty – Craig Randall – Management dept. Meeting minutes reside on the Angel web-site. Community groups must be enabled. Not all meetings have note takers for minutes might not be available for every meeting.</p> <p>Khaled Aboulnasr spoke on behalf of the PRC. Currently working on streamlining Annual review process 3 main goals: Clear instructions, In line with the CBA, In line with AACSB requirements.</p>

SUBJECT	DISCUSSION
9:30 Assurance of Learning	<p>Working to combine promotion guidelines into one college document- currently there are three. (Advisors, Instructors, A/A/F professors)</p> <p>Expect to have working document soon with goal of voting on proposal next August 2012.</p> <p>Will be working with R&HM to set promotion standards.</p> <p>Committee Vacancies: Dr. Pendergast will serve out term on Program Review committee that Dr. Duffus held.</p>
11:00 Mission, Vision & Goals	<p>Dr. Fraser provided an update on Assurance of Learning and C³. Discussed Baseline “Not Good enough” “Good Enough” and “Very Good” and the need for thresholds. How many of our students need to perform @ what level to be successful.</p>
11:45	<p>Dr. Wynekoop thanked all for their help and informed everyone she had some preliminary results on the fall data collected. Reminder if you still have data please make sure she receives it.</p>
12:05 University Learning Outcomes	<p>Group breakout for brainstorming regarding challenge areas identified:</p> <ul style="list-style-type: none"> MBA program UG Ethics UG Writing UG Integration
12:15	<p>Each group completed a work sheet with ideas for improvement</p> <p>R&HM worked on faculty assessment and will continue the process throughout the semester.</p> <p>Dr. Volkan had sent a revised version of the Mission, Vision & Goals electronically to all faculty & staff for review. This had been reviewed by the College Advisory Board Strategic committee. After discussion it was determined the College Strategic committee needed to review again and return to the Advisory Board for their meeting on 2/8/12 and a final faculty vote in mid to late February.</p> <p>Dr. Toll gave a brief welcome and overview of funding formula, PECO funding, and student growth and then had a brief Q&A.</p> <p>Dr. Andert is on the University wide Outcomes and Assessment Task Force. She reviewed their charge to develop University Student Learning Outcomes for all University levels and establish a list of SLO attributes. The OATF committee had determined these should be “critical thinking, communication, and content/discipline knowledge skills”. LCOB Faculty agreed the three outlined were enough and no additions should be made at this time.</p> <p>Meeting adjourned.</p>

Appendix "C"

Copy of Follow-up Email Sent to the Lutgert College of Business Faculty



COLLEGE OF HEALTH PROFESSIONS

OATF Discussion – Jan. 20, 2012

Twenty four (24) members of the college were present for a discussion of FGCU's Student Learning Outcomes and the work of the Outcomes & Assessment Task Force (OATF). The discussion was facilitated by Tom Bevins. Minutes were prepared by Karen Mock.

The OATF has been charged by administration with the review of FGUC's SLO's. The OATF has reviewed SACS requirements for assessment of institutional student learning outcomes (SLOs), surveyed faculty regarding their teaching and assessment practices pertaining to FGCU's 9 SLOs, reviewed the practices of other institutions and labored over proposed revisions to FGCU's SLOs. The original SLOs were written as aspirational goals and SACS now expects measurable proof that they have or are being met.

The OATF has developed the following definition for Superordinate University-wide Learning Outcomes as the following: 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."

OATF research indicates that communication skills and critical thinking skills are widely recognized as goals that should be achieved by college or university graduates. There is a long list of other skill sets that include FGCU's SLOs.

Discussion of the following

1. The original 9 university-wide learning goals were: aesthetic sensibility, culturally diverse perspective, ecological perspective, effective communication, ethical responsibility, information literacy, problem-solving abilities, technological literacy, community awareness & involvement. These were expanded to 10 General Education Learning Goals in 2004. However, the General Education Council reduced these, initially to four General Education Competencies, and then in 2011 to three: quantitative reasoning, written communication, and critical thinking.
2. The Academic Learning Compacts require undergraduate programs to teach and assess communication skills, critical thinking skills, and content/discipline knowledge and skills.
3. Whether the QEP is tied to SLOs and SACS assessment requirements.
4. The Graduate Student Learning Outcomes include critical thinking, communication skills, discipline specific expertise).
5. The benefits & negatives of university-wide SLOs vs. college specific SLOs vs. discipline specific SLOs.
6. The consideration that SLOs help to "brand" an institution, and can facilitate scholarship and external funding. A reduction in or elimination of SLOs can negatively affect those outcomes.
7. Reluctance to eliminate the ethical and ecological perspectives from the SLOs.
8. FGCU's current SLOs can/are part of the mission & vision of FGCU, and we can remain committed to them without needing to formally assess them as we would for SACS. The President would be encouraged to publicly present and discuss the continuing commitment.

CHP members present reached a consensus opinion that supports the efforts of the members of OATF. CHP directs Tom Bevins to report back to the OATF that FGCU's SLOs should be reduced to the categories of:

1. Communication Skills
2. Critical Thinking Skills
3. Discipline/Program Specific Knowledge

LIBRARY

Report from meeting of Library faculty regarding the Outcomes and Assessment Task Force's review of university-wide student learning outcomes

A regular faculty meeting for Library faculty was held on January 26th at 3 pm. There were 10 library faculty members present and 3 absent. The library representative to the Outcomes and Assessment Task Force (OATF), Anna Carlin, led the discussion and OATF ex-officio member Cathy Duff was also present.

Library faculty members were provided the "Questions" documents that OATF had created prior to meeting (see Appendix A).

1. Carlin read definition of university-wide student learning outcome and faculty reviewed all of the existing SLOG and competencies and looked at the results of the survey conducted previously by OATF.
2. A question was raised about the definition of university-wide student learning outcome- why is the assessment of student learning outcomes for the purposes of program improvement? Shouldn't it be for the purpose of student learning and well-rounded education? OATF representatives explained that it was our intent that program improvement should imply gains in student learning as well.
3. Library faculty members were asked what they thought about reducing the student learning outcomes to the three areas of communication skills, critical thinking skills, and content/discipline knowledge and skill. All faculty were supportive of the three SLOs but also expressed the desire for information literacy to remain a defined part of the critical thinking outcome. There was an understanding, however, that the three areas for SLOs may not be further defined.
4. One faculty member suggested that ethical responsibility should be teachable and assessable in all programs, but conceded that this was not of critical importance to her.
5. Library faculty discussed what, if anything, should be done with the existing student learning outcomes and goals once the university-wide list was narrowed to three. All present agreed that those founding SLOGS that are also present in the mission, vision, or guiding principles of the university have sufficient presence in the culture of the institution without needing additional attention.
6. In summary of the discussion, library faculty agreed that the university-wide student learning outcomes should be communication skills, critical thinking skills, and content/discipline knowledge and skills. Library faculty also hope that information literacy will remain a focus of teaching and assessment in the area of critical thinking throughout the university curriculum.

Respectfully submitted,

Anna Carlin

Library representative to OATF

WHITAKER COLLEGE OF ENGINEERING

OUTCOME ASSESSMENT DISCUSSION

20 JAN

1:00 – 2:00

HE 433

FACILITATOR	S. Komisar
NOTE TAKER	S. Komisar
ATTENDEES	(All faculty and staff) Blanchard, O’Neil, Sweeney, Zidek, Csavina, Badir, Villiers, Nguyen, Kinzli, Kim, Bondehagen, Kunberger, Geiger, Torres, Zalewski, Guo, Koufakou, Swanson, See

DISCUSSION	<p>S. Komisar presented matrix of current ALCs and SLOGs and survey results. Faculty noted the low positive response for keeping many of the current SLOGs as University wide learning outcomes. Using ABET as an example, many faculty pointed to the “outcome” label as meaning something very specific in terms of teaching at various taxonomic levels and assessing these efforts. A discussion of the difference between the terms ‘outcomes’ and ‘goals’ and when these were lumped together during their initial formalization then ensued. The similarity to many of our current ABET outcomes was also brought up.</p> <p>The faculty saw no need to include specific outcomes beyond the three ALCs, as many of the specific outcomes would be assessed at the program level, as is done in engineering.</p> <p>A voice vote was taken to promote the adoption of the three common learning outcomes for FGCU: communication; critical thinking; and an inclusive departmental / programmatic/ discipline specific set of learning outcomes.</p> <p>The faculty also took up the idea of what was important to FGCU. Making sure that the goals of diversity, community involvement and ecological/ environmental sustainability</p>
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	specifically were not lost or down-played, the faculty suggested that these be formally acknowledge or re-affirmed as critical FGCU attributes and supported by the administration.
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CONCLUSIONS	The faculty voted unanimously (voice vote) to adopt the three learning outcomes of communication skills, critical thinking and discipline specific knowledge, skills and outcomes. Support for maintaining important FGCU goals like sustainability and diversity was also unanimously endorsed.
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OBSERVERS	Cathy Duff
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COLLEGE OF ARTS AND SCIENCES

Student Learning Outcomes Survey (CAS)

February 3rd, 2012

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.

Instructions: Please indicate whether each listed student learning outcome (SLO) **should** or **should not** be maintained as an assessed learning outcome for all FGCU baccalaureate and graduate programs.

<u>Student Learning Outcome</u>	<u>Should be SLO</u>	<u>Should not be SLO</u>
Aesthetic sensibility Comments:	should	should not
Culturally diverse perspective Comments:	should	should not
Ecological perspective Comments:	should	should not
Effective communication Comments:	should	should not
Ethical responsibility Comments:	should	should not
Information literacy Comments:	should	should not
Problem-solving abilities Comments:	should	should not

Technological literacy Comments:	should	should not
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Community awareness and involvement Comments:	should	should not
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Critical thinking Comments:	should	should not
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Disciplinary knowledge/skills Comments:	should	should not
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Continuous improvement Comments:	should	should not
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Quantitative reasoning Comments:	should	should not
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Leadership Comments:	should	should not
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Name (optional):

Would you like to be contacted to share additional thoughts about SLOs? (If yes, please provide email address.):

Ranked Survey Results

Student Learning Outcome	Responses	Should	Maybe	Should Not
Effective Communication	74	74 (100%)	0 (0%)	0 (0%)
Critical Thinking	73	72 (99%)	0 (0%)	1 (1%)
Disciplinary Knowledge/Skills	72	67 (93%)	0 (0%)	5 (7%)
Problem-Solving Abilities	76	57 (75%)	0 (0%)	19 (25%)
Culturally Diverse Perspective	75	52 (69%)	1 (1%)	22 (29%)
Ecological Perspective	74	51 (69%)	1 (1%)	22 (30%)
Ethical Responsibility	72	49 (68%)	0 (0%)	23 (32%)
Information Literacy	74	49 (66%)	0 (0%)	25 (34%)
Technological Literacy	72	38 (53%)	0 (0%)	34 (47%)
Community Awareness and Involvement	69	36 (52%)	1 (1%)	32 (46%)
Quantitative Reasoning	66	30 (45%)	2 (3%)	34 (52%)
Aesthetic Sensibility	73	21 (29%)	2 (3%)	50 (68%)
Continuous Improvement	65	20 (31%)	2 (3%)	43 (66%)
Leadership	66	18 (27%)	2 (3%)	46 (70%)

COLLEGE OF EDUCATION

Report of Survey Results in the COE on University-Wide Learning Outcomes

Charles Xiaoxue Wang
COE Representative on OATF
Feb. 7, 2012

An online survey that follows the suggested college meeting procedure was sent to all COE faculty on Jan 28, 2012 after consulting with department chairs and some colleagues at COE. The following are survey contents and survey results.

Online Survey

Dear Colleague,

Outcomes and Assessment Task Force (OATF) conducted a quick survey last November to find out what learning outcomes we should include in the university student learning outcomes. As the COE representative on OATF, I am required to find out opinions from you. This survey is designed for this purpose. It would only take you five minutes to complete it and it needs to be done by February 2 in order for me to report back to the OATF in the next meeting. Thank you very much for taking this survey

Regards
Charles Wang
COE Representative on OATF

1. OATF Committee definition for Superordinate University-wide Learning Outcomes as **“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.”**

What are your comments, questions, concerns and suggestions on this definition? Please type your opinion below:

Survey Results:

- *Well defined*
- *Clear definition*
- *This well-defined one*
- *I think that theoretically it is a good idea and something we should strive for. However, I also feel that most likely there will be some faculty who don't agree with it and will not integrate the outcomes into their classes. What may result is that it will depend on which professors had as to how well they have been introduced and therefore be able to demonstrate some of the outcomes.*

2. 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. **Please read the survey data in the following table and consider which specific outcomes you think should be included as FGCU university-wide outcomes**

FGCU University-Wide Learning Outcome Survey Data, November, 2011

	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%
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%

Survey Results:

15 completed responses in the survey by Feb. 6.

SLO	responses	SLO	responses
Critical Thinking	14+7*	Technological Literacy	10
Problem-solving Abilities	11+ 7*	Continuous Improvement	5
Disciplinary Knowledge/Skills	12+ 7*	Quantitative Reasoning	3
Communication	10	Ecological Perspective	3
Ethical Responsibility	8	Community Involvement	5
Information Literacy	8	Leadership	4
Diversity/Multiculturalism	9	Aesthetic Sensibility	2

*One faculty member emailed me with her choices Critical thinking, Problem-solving, and Disciplinary knowledge/skills as university wide SLO.
 *I talked with six faculty members (including chairs and associate Dean) who selected Critical thinking, Problem-solving, and Disciplinary knowledge/skills as university-wide SLO.

3. Additional Comments

Survey Results:

None.