Task Force 1 Questions (Tables 1 and 5)

1. What can we do to attract faculty participation in UF Quest 1 and encourage faculty to submit course proposals for UF Quest 1? What are effective ways to communicate to faculty this opportunity?

2. How can UF Quest 1 courses encourage students to further study the Humanities?

3. How can UF Quest 1 courses be designed so students can apply what they learn in UF Quest 1 to their majors and their career paths?

4. How many courses should be included in UF Quest 1 when fully developed?

5. What signature experiences (if any) for the students should these courses share?

6. How can we most effectively promote the UF Quest program to faculty and students?

7. **Broad Question Concerning General Education: How can UF and UF Quest shepherd students into an increased appreciation and valuing of general education in their overall education regardless of their major or career choice?**

Proposed Student Learning Outcomes for UF Quest 1 Courses:

- **Content:** Identify, describe, and explain the history, underlying theory and methodologies used across humanities disciplines to understand essential questions addressed in a particular UF Quest 1 theme.
- **Critical Thinking:** Analyze and evaluate answers to essential questions addressed in a particular UF Quest 1 theme by using established resources drawn from humanities disciplines.
- **Communication:** Communicate clearly and effectively answers to essential questions addressed in a particular UF Quest 1 theme in written and oral forms as appropriate to the relevant humanities disciplines**.**

Task Force 2 Questions (Tables 2 and 6)

1. What can we do to attract faculty participation in UF Quest 2 and encourage faculty to submit course proposals for UF Quest 2? What are effective ways to communicate to faculty this opportunity?

2. How can UF Quest 2 courses encourage students to further study the Natural Sciences and Social Sciences?

3. How can UF Quest 2 courses be designed so students can apply what they learn in UF Quest 2 to their majors and their career paths?

4. How many courses should be included in UF Quest 2 when fully developed?

5. What signature experiences (if any) for the students should these courses share?

6. How can we most effectively promote the UF Quest program to faculty and students?

7. **Broad Question Concerning General Education: How can UF and UF Quest shepherd students into an increased appreciation and valuing of general education in their overall education regardless of their major or career choice?**

Proposed Shared Student Learning Outcomes for UF Quest 2 Courses:

- Describe and explain the cross-disciplinary aspects of a pressing societal problem or challenge.
- Propose and critically analyze an approach, policy, or action (grounded in theories, methodologies, and data) that addresses some aspect of a pressing societal problem or challenge.
- Present the proposed approach, policy, or action to the pressing societal problem or challenge to a general audience.

Task Force 3 Questions (Tables 3 and 7)
(See attached proposed Student Learning Outcomes.)

1.   How aware are your colleagues of community service / service learning opportunities?

2.   How does your unit

    a.   currently identify / solicit experiential learning opportunities?
    b.   connect students to available experiential learning opportunities?
    c.   allocate resources to the delivery of experiential learning? (Please identify specific resources available in your unit to support experiential learning (e.g., Foundation funds, staff support, employer connections, etc.).)
    d.   anticipate barriers to implementing an experiential learning program?

3.   With regards to the SLO's of UF Quest 3, do you see any barriers to their delivery or assessment?

4.   What evidence would you like to see to help justify the need for a university-wide experiential learning initiative?

5.   What type of incentives and/or resources would be needed to aid in the development of new experiential learning courses?

6.   **Broad Question Concerning General Education: How can UF and UF Quest shepherd students into an increased appreciation and valuing of general education in their overall education regardless of their major or career choice?**

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Proposed Student Learning Outcomes for UF Quest 3 Experiences:

Courses or extracurricular activities that fulfill the E requirement should be structured or coordinated with a student's program curriculum. Approved activities fall into one of five broad areas (each with its own SLOs):

Design
> Students design or create an original system, component, form or work that meets the desired needs within reasonable parameters and constraints of the discipline or profession.

- Content: Students utilize terminology, concepts, ethical practices, theories, and methodologies relevant to the design process.
- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the design experience.
- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions relevant to the design experience.

Students explore the significance of their design experience through reflection, critical analysis, synthesis, and discussion.
- Students identify, describe, and explain how the experience informed their sense of self and discipline.
- Students analyze themes, conflicts, and issues that emerged and describe how they were addressed.
- Students identify, describe, and explain the connection between the discipline or course content and the design or creative activity.
  Students describe and explain how the design experience will modify and/or support future behaviors, attitudes, and career development.

Community-Based Learning
> Students identify issues and needs within the community and develop strategies and/or programs through collaboration with community partners.

- Content: Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the experience.
- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.

- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems facing the community.

Students explore the significance of their service learning experience through reflection, critical analysis, synthesis, and discussion.
- Students identify, describe, and explain how the experience informed their sense of self and their place within the larger community.
- Students analyze themes, conflicts, and social issues that emerged and explain how they may utilize their abilities to address issues within the community
- Students identify and explain the connection between the discipline or course content and the service activity.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Study Abroad

Students engage in academic inquiry while interacting effectively with members of other cultures.

- Content: Students identify, describe, and explain relevant course content in the context of global and intercultural conditions and interdependencies.
- Critical Thinking: Students analyze and interpret global and intercultural issues.
- Communication: Students communicate effectively with members of other cultures or about their cultural experiences.
- Diversity/International: Students develop and convey cultural self-awareness, appreciation of and cultural sensitivity to diverse populations.

Students explore the significance of their study abroad experience through reflection, critical analysis, synthesis, and discussion.
- Students identify, describe, and explain how the experience informed their sense of self and host culture.
- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Internship-Practicum

Students integrate classroom knowledge, skills, and methods with professional roles, responsibilities, and activities in a supervised setting.

- Content: Students utilize terminology, concepts, ethical practices, theories, and methodologies appropriate to the experience.

- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the experience.

- Critical Thinking: Students analyze information carefully and logically from multiple perspectives and develop reasoned solutions to problems encountered within the experience.

Students explore the significance of their internship/practicum experience through reflection, critical analysis, synthesis, and discussion.
- Students identify, describe, and explain how the experience informed their sense of self and understanding of the internship area.
- Students analyze themes, conflicts, and issues that emerged and describe and explain how they were addressed.
- Students identify and connect the knowledge and/or skills gained in their coursework to their internship/practicum observations and experiences.
- Students describe and explain how the experience will modify and/or support future behaviors, attitudes, and career development.

Undergraduate Research

Students make an original intellectual or creative contribution to the discipline
- Content: Students utilize terminology, concepts, ethical practices, theories and methodologies appropriate to the discipline.

- Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in forms appropriate to the discipline.
- Critical Thinking: Students formulate empirically-testable hypotheses derived from the discipline of study and/or apply formal and informal qualitative and/or quantitative analysis effectively to examine discipline specific phenomena.

Students explore the   significance of their undergraduate
research experience through reflection, critical analysis, synthesis, and discussion.

- Students explain how the experience informed their sense of self and discipline.
- Students analyze themes, conflicts, and issues that emerged and how they were addressed.
- Students explain the connection between the discipline or course content and the research activity.
- Students explain and describe how the experience will modify and/or support future behaviors, attitudes, and career development.

Task Force 4 Questions (Tables 4 and 8)

1. How should student groups be selected for piloting the ePortfolio as part of UF Quest?

2. As part of the pilot process, what kinds of data should be collected to examine the efficacy of the ePortfolio for its intended purpose?

3. How can students be supported in making connections across courses and between courses and other undergraduate experiences?

4. How can faculty be supported and incentivized to engage in student ePortfolio development?

5. **Broad Question Concerning General Education: How can UF and UF Quest shepherd students into an increased appreciation and valuing of general education in their overall education regardless of their major or career choice?**

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