

Comments on OLE Question 1:

- Some supported the recommendation to drop the lab requirement, but most opposed it, commenting that this is an important, hands-on, high-impact practice for students.
- Several faculty felt that the ILOs for Question 1 disproportionately focused on scientific knowledge.
 - Other types of knowledge are important for understanding current social and political issues (ILO 2).
 - Many called for specific inclusion of the study of languages in several of these ILOs (and indeed, this was common across many of the other poster comments).
 - Several noted that the arts and creative expression are also missing (another repeated comment on other posters).
- Some questioned the mix of very broad with more specific ILOs for Question 1.
- A few comments suggested adding understanding of self to ILO 7.
- Several felt that ILO 8 suggests a particular ideological/political framework and thought that less limiting language should be used.

Comments on OLE Question 2:

- Some suggested additional types of communication to add to ILO 2: multilingual, kinesthetic, and the intersections between oral, visual, written, and digital communication.
- For ILO 3, many thought that the emphasis on “numerical interpretation” was too limiting and that the language of the ILO should incorporate a wider range of quantitative skills. A similar criticism was made for OLE Question 1, ILO 4.
- Many commented that ILO 4 is too full of jargon (particularly the use of “positionality” and “social imaginaries”).
 - Several were confused by the “?” within the first bullet point on “additional language acquisition” and hoped that this didn’t suggest languages weren’t an important part of this ILO; in fact, as some suggested, the study of other languages could support many of the ILOs under OLE Question 2.
 - Some thought that specific mention of Christian religion and theology was missing.
- A couple people commented that study abroad was missing from the list under ILO 6.
- Other common themes captured on the “Other Ideas” poster included:
 - Again, a request for explicit reference to languages and/or intercultural literacy
 - How can encouraging students to take risks and embrace failure as part of learning be incorporated here? The student posters show that they value this.
 - Self-care/healthy living should be included somewhere.
 - Creativity is also missing from these ILOs.

Comments on OLE Question 3:

- Similar to OLE Question 1, ILO 8, there were concerns raised about the potentially political nature of ILO 1. These commenters stressed that this ILO should be approached from multiple perspectives and not reflect a particular ideological stance. Similar comments showed up on the student poster related to the two potential core topics of religion and power & inequality.

- Most comments about ILOs 2 and 6 were positive. Some suggested that ILO 2 needed a self-reflective component about students' own faith and values.
- As stated below in the summary of comments on the Staff Consulting Group posters, several raised concerns about the time and resource demands for the experiential/high-impact practices suggested by ILOs 3 and 4, particularly in making them available to all students in an equitable way.
- Once again, several raised questions about how languages and creative expression come into play within these ILOs.

Comments on the Staff Consulting Group posters:

- Some were put off by the idea of “maintain[ing] and emphasize[ing] areas that excite prospective students the most” under the Admissions ideas. Students should be encouraged to explore many areas, and some things that may not “excite” them in the moment will still benefit them in the future.
- Many liked the ideas about first-year seminars suggested by several offices, but questioned the idea from Advising & Academic Support about the advisor serving as the instructor for these seminars. There was general skepticism about this working in practice.
 - Other ideas related to greater incorporation of high-impact practices were also supported in theory but questioned in terms of the time and resources needed to implement and manage. These concerns were repeated on other posters that discussed the possibility of these types of experiences (e.g., ePortfolios, capstone courses).
- Many agreed, as in ILO 6 from OLE Question 3, that reflection (Idea 2) was an important piece.

Comments on the student posters:

- There were many who were struck by the finding that very few students expressed interest in deleting or reducing GE requirements. Some worried that this is at odds with the direction faculty are taking, particularly in light of discussions to reduce the number of credits required to graduate.
 - Some felt that keeping a larger GE, since students seem unopposed, could actually be used to show the rigor and richness of a St. Olaf education.
- Financial literacy is an interest of students, but is not reflected in the OLE Question ILOs.
- Many were encouraged by the student survey results showing that students desire engagement and communication with individuals from different cultures and backgrounds.
 - Again, language was raised as an important skill that could support this.