


October 7, 2021

REQUEST FOR ESSENTIAL LEARNING OUTCOME

(ELO) REVIEW

Thank you for the thoughtful review and opportunity to clarify the request to review the Essential Learning Outcomes (ELO). Vj g"GNQau"ctg"vjp-years-old and should be reviewed to ascertain relevancy with cultural and educational changes that occurred over the last decade.

Vq'r ræg'lp"eqpvz'vj g'tgur qpug.'yj g"GNQau"serve as set values for student success and thus a guide for undergraduate degree requirements and attributes and the overall educational foundation of our students. Thus, to clarify both items below, the intent of the charge was to ensure that the undergtcf wcvg"f gi tgg"tgs wkt go gpw"cpf "cwkldwgu'y gtg"eqpukf gtgf "kp"f gxgrqr kpi "yj g"GNQau"0"C" strategy for reviewing our undergraduate and degree attributes, in order to best align, remodel, or create additional GNQau"y cu"yj g"kpvgpv"qh"yj g"ej cti g'As such, some questions the committee should consider:

- Y qwf "yj g"hcwmm{"Ugpcvg"eqpukf gt"tgchko kpi "yj g"xcnwg"qh"yj g"GNQau"A"
- F q"yj g"ewtgpv"GNQau"eqpvkpwg"vq"o gg'vj g'p'ggf u"qh'qwt"cecf go le'r tqi tco u."qwt"uwf gpw." and the communities we serve?

The committee is not expected to assess the need for, and efficacy of, undergraduate degree requirements, although a revision of ELOs may indicate the need for such an assessment in the future. Likewise, the committee is not expected to assess attributes by program but review for awareness of required attributes in the development of the ELOs.

Lastly, completion of the ELO review and/or revision to institute for FY2024 is requested.

Vj g"hcwmm{"ugpcvgau"ELO review in the context of our standing undergraduate requirements and attributes to drive our academic direction, is greatly appreciated.

September 22, 2021

**Response to
REVIEW**

The Faculty Senate Executive would like to thank the Provost for her Request for Essential Learning Outcome (ELO) Review (*Appendix A*) discussed on Tuesday, September 7, 2021, and delivered in writing on Thursday, September 9, 2021.

The Executive committee is responding to the memo to ask for clarification of the charge of the committee, noting the charge discussed on September 7 was related to the APP committee reviewing the ELOs.

However, the charge in writing requests the APP, in addition reviewing ELOs, to

2. Develop a strategy to assess the need for, and efficacy of, undergraduate degree requirements, including:

- General Education Goals Requirement: Attributes ó A, I, H, V
- Suggested Credits per G Category
- Writing Requirement
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3. Our third point relates to the timeline established for the review (Dec. 2021). General education reform is typically a multi-year process. A strategy to determine the need and efficacy of the ELOs, for example, might be achieved in a short time frame, but it is not enough for a large-scale review of the G-categories, the W1/W2/Q1/Q2/R1/R2 attributes, the HIVA subscripts, and the FYS and competency requirements together. As we note above the potential impact of the work of such a committee could alter the identity of Stockton as it has developed in its 50 year history.

We request

- a. a clarification and rationale of the near-term and longer-term goals of the general

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Suggested Members

Faculty Senate Academic Programs and Planning

Framing Ideas and Assignments for the Committee Consider providing this charge to the Faculty Senate Academic Programs and Planning (APP) The APP recommends a long-range plan for undergraduate and graduate education and reviews and approves new degree-granting programs at both undergraduate and graduate levels. We respectfully request that the Committee to respond to inquiries about the impact of increasing the number of undergraduate [graduation requirements](#) and reviewing Uqemqpøu Essential Learning Outcomes (ELOs). The ELOs turn ten years old this year, a fitting milestone for the campus to reflect on their contributions to institutional accomplishments and current goals.

In its work, the task force will address the following topics:

1. Provide feedback on the following based on assessment data and benchmarking with like institutions:

This information is needed by the first week of December so that schools have time to adjust fall 2022 course schedule prior to becoming viewable to students in January 2022.

Existing information

[Graduation Procedure 2050](#) was updated during the Spring 2021 term. Recent edits include adding the one Race and Racism Education course (R1 or R2).

[Essential Learning Outcomes \(ELOs\) Background](#): During the spring and summer of 2011, Dr. Harvey Kesselman (as Provost) challenged the faculty and staff to engage in a collaborative effort of defining ten (10) essential learning outcomes that each Stockton college graduate should achieve during the course of their education. By 2015, all graduates acquire a set of essential learning outcomes critical for 21st century success. These outcomes will combine a robust and flexible liberal arts education with adaptive