



Module Task Force: Final Report

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Early Task Force Meetings

Teaching

We discussed the history of the module debate and the committee's charge. We heard a variety of perspectives and current issues, especially those that reflect NAMS, ARHU, and HLSC (three schools who already deviate from the current module system in some large or small way). We also discussed programs like LANG who may want more frequent meetings throughout the week.

Meeting Modules

The Women In Academic Teaching Circle, Women In Academia Conference discussions, and recent COACHE survey results were three reasons why the 2016 Modules Task Force was created. Faculty, particularly women and faculty of color, have noted that Stockton is not a family-friendly or life-friendly place to work. One pertinent example of this is the 4:30pm meeting module. The Module TF members discussed several ways to make the meeting module more family-friendly. One way to do this is to have faculty teach Monday/Thursday or Tuesday/Friday with Wednesday for meetings. This would create fewer class meeting modules, though, unless the amount of time for meeting face-to-face was reduced.

Another way is to have meeting times each day of the week by leaving the Tuesday/Thursday 12:30-2:20 and/or the Monday/Wednesday/Friday 12:45-2:10 modules void of classes. Without adjusting the schedule in some way, this would also leave us short teaching modules. Some Task Force members thought it would be interesting to entertain a model where each school has a specific module wherein faculty members from that school do not teach.

This module would vary from school-to-school so that classes are being taught by other faculty during that time and classrooms are not left empty.

This would provide faculty within each school a set time to meet with each other or with their students (assuming their students are not taking classes at the time). It could also be used for student engagement - student presentations, workshops, etc.

While not all TF members agreed about how to change the meeting module, almost all of the members acknowledged that the current structure is not working. People need to eat, sleep, and have lives outside of Stockton.

Campus Efficiency

Since part of our TF charge is to think about campus efficiency, we tried to consider the impact of each module system on the campus – specifically classroom space and parking. The end result of our early discussions was that we would present three “models” to our schools as a first step toward opening the discussion campus-wide. The models can be found at this link (<https://www.dropbox.com/s/wpyp1ekgkhcf19h/Module%20Concepts.pdf?dl=0>).



- Positive

- Many faculty like this model. It is more equitable and flexible.
- It would be easy to change into this schedule from our current schedule.
- Shorter class discussions have been shown to be more impactful. Some faculty argue that shorter times are good for classes with discussion, classroom engagement/projects, and classes such as stats/those with dense material.
- Good, equitable model for fairness of teaching days.
- Gives flexibility to people who still want to teach 3x per week.

- Negative

- If faculty wish to teach in both A and J, for example, they will need to either use the 4th engagement hour online or have one class meet face-to-face. Both classes can't use the 4th engagement hour face-to-face.
 - Students - Banner would be able to block students from registering in two classes that both meet face-to-face on Wednesday, just like is done now if students try to enroll in two classes that are at the same time.
 - Faculty - a faculty member would need to either not teach in both A and J modules if Wednesday was needed face-to-face in both or teach in both A and J and use the Wednesday face-to-face time in only one class. The other class would need to be online/hybrid on Wednesday.
- Some faculty do not like this model because the classes are ALL 1 hour 20 minutes and there are no 1 hour 50 minute options. This limits time for discussion, classroom engagement/projects, and equipment demonstration.
- Need a longer amount of time or more meeting times for meeting modules.
- No one will want to teach on Tuesday/Friday, and we'll end up with a run on Monday/Thursday meetings; this would also adversely affect

indicated that food services could be greatly impacted with a start time between 12 and 1:30. Some suggested that the administration consider this and investigate if it will pose a serious bottleneck for food services.

- *NAMS Lab Scheduling Is Complex*

- Lab meeting times are typically 170 minutes, but there is often the issue of prepping the lab prior to use. For the intro labs, many are already taught back-to-back because they are prepped once at the beginning of the week. However, they need to be taught in specific labs. For example, right now, one biology lab, Cells & Molecules, will be taught in 18 different sections in the Fall. This lab requires certain equipment only available in one of the lab spaces. Therefore, if two labs are taught concurrently (as they are now), then students have to trek between labs for particular experiments, creating potential dangers or other problems. Would there be a commitment from the University to support more lab equipment to make this less of a difficulty?
- Many labs are set up and taken down in the same day. However, this requires time and planning. If we stack labs back-to-back, we may not be able to adequately prepare (g t)4(o)11(t p)7b 3(s les)5(s a)8(bs f)m0(h)4(er p) S8(b e)-5(qi(e)-5,,s t)-3(a)hisd2(r)13(e -7(u)-)4(e s)-5.9(a)ry aous b(o m)3e

After reviewing the findings from the school and program meetings, the Module Task Force members thought about whether we should continue to pursue the “hybrid” option. There was faculty support in the smaller meetings, but not every person was on board with this idea. The TF members also agreed that we should research the calculation of the Carnegie minute, Middle States compliance at Ramapo (it was reported that Ramapo was dinged by Middle States for loss of “Carnegie minutes”) and TCNJ (TCNJ uses a fourth flex hour but they were not dinged by Middle States) as well as at least one other institution (University of California – San Diego) that utilizes a “flex” hour system. We also wanted to know the prevailing thoughts of the upper administration at Stockton.

The TF members also strongly believed that we must get the opinions of more Stockton students, staff, faculty, and administrators, so we began to construct electronic surveys to collect data on teaching and meeting module preferences.

- *the Carnegie Minute Calculation*

NJAC 9A:1-1.2 states, “Semester credit hour” means 150 minutes of academic work each week for 15 weeks in one semester, which is typically accomplished by 50 minutes of face-to-face class activity each week complemented by at least 100 minutes each week of laboratory or outside assignments (or the equivalent thereof for semesters of different length) but may also be accomplished through an equivalent amount of academic work as established by an institution, which may include additional class time, laboratory work, internships, practical studio work, and other forms

minute calculation. Unlike other colleges/universities, hybrid models at Stockton “take away” from what faculty have been doing. In other schools utilizing a 3-credit system, faculty may have been “gilded” with the extra hour.

- TCNJ and Ramapo Research

At the request of the Modules TF, one TF member researched TCNJ and Ramapo. TCNJ’s Middle States Evaluators’ report link remains blank. Faculty Senate President, Brian Tyrrell has offered to speak to the Provost about getting the most recent Middle States report for Ramapo. At the time of this writing, the TF is still waiting to receive this document. However, the website notes that TCNJ’s accreditation was affirmed in June 2015 with glowing colors. Middle States also commended TCNJ’s Self-Study document. TCNJ has 1 to 3-credit courses.

Ramapo got dinged by Middle States for many things, including the 4th Flex hour. They refer to the 4th Flex hour as an ‘experimental learning component’ in their Middle States document. Since 2010 and every year after, Middle States has repeatedly requested Ramapo to produce a document about how this flexible hour was used. In their report, Middle States mentioned that the ‘experimental learning component’ varies across the college, which raised questions about curricular integrity and accountability. Specifically, from the Middle State report, Standard 11: Educational Offerings, in the June 27, 2013 report, Middle States reminded the college again to provide evidence of further steps taken to assure that the experimental learning components of all courses are conducted with rigor and are designed, delivered, and evaluated to foster coherent student learning goals in all programs, including general education, with evidence that assessment information is used to improve teaching and learning. In another part of the report, Middle States also questions the college about the unevenness of the assessment method and standard across the college.

The report states that the college needs to have more transparency in their assessment method. Ramapo has changed their credits per course to 4-credits. Their recent accreditation was reaffirmed in November 2015, according to the Middle States website.

- University of California – San Diego

University of California - San Diego has a fourth “flex hour.” In order to account for the fourth flex hour, to hold students and faculty responsible for

this time, the university mandates one hour for each faculty member and they require a fourth “homework hour” for every three hours of class time.

This fourth homework hour has to be accounted for in each syllabus. UC – San Diego has 4 credit courses.

- The Stockton Administration Perspective

Interim Provost Davenport shared that “we are required by MSCHE to have a credit hour policy. The most common policy follows the Carnegie minute. If we go outside of this (as in significantly more hybrid courses or eliminating the fourth hour), we would have to change our credit hour policy and then effectively demonstrate how we are ensuring that students are engaging in academic activity in compliance with our policy.” She notes that we need to assess the risks involved in this decision carefully because non-compliance jeopardizes Title IV eligibility, meaning all financial aid could be put on hold while we were under investigation. She also noted that she is open to all possibilities. She did raise concerns that faculty would be required to document their academic activity to ensure compliance and would need to be supportive for this kind of an approach to be successful.

“If we go outside of (the Carnegie minute policy we currently utilize) we would have to change our credit hour policy and then effectively demonstrate how we are ensuring that students are engaging in academic activity in compliance with our policy.”

Susan Davenport, Interim Provost

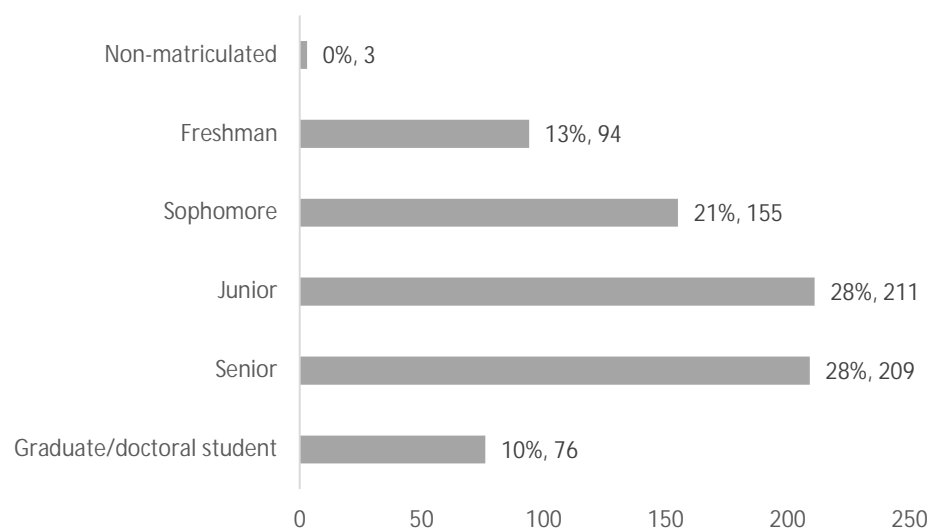
Student Survey

Part of the Modules Task Force charge was to consider the work of previous module task forces. As such, the 2016 student survey was largely influenced by the survey conducted by Jennifer Barr and her Marketing Research class in 2007. In addition to those questions, the current task force included questions that pertain to current student issues. It should be noted that a faculty member reported that s/he was able to take the survey more than once. If the same is true for the student survey, it is possible that a single respondent could have taken the survey more than once and skewed the results.

Demographics

A total of 769 participants completed at least some part of the student survey. Three participants indicated they were not matriculated students. Most respondents were juniors (211, 28%) with seniors as a close second (209, 28%). This is not dissimilar to the percentages of students at Stockton.

Figure 1. Breakdown of students by class status



- Findings

- More than half of the respondents were commuter students (438, 59%). Students who commute, commute an average of 31 minutes (SD = 21.6 minutes).
- Nearly two-thirds of all students work. Twenty-three percent of students work more than 20 hours per week and 41 percent work 20 hours or less per week.
- About 36 percent of students are not currently employed.
- Eighty percent of students who completed the survey consider themselves traditional students (between the ages of 18-24). One-hundred and thirty are 25 years or older.
- Forty-six student athletes completed the survey.
- Fifty-seven students who responded have a minor.
- Forty-one students identified as being enrolled in a dual degree program.

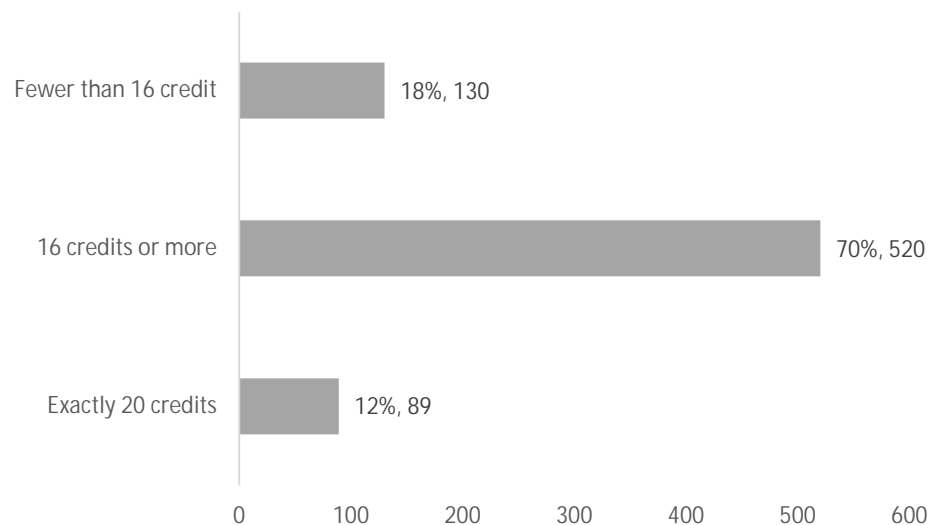
Table 1. Breakdown of Respondents' Major by School

School	Respondents	Percentage*
Arts and Humanities	92	12.0%
Business	118	15.3%
Education	75	9.8%
Health Sciences	146	19%
Natural Science and Math	146	19%

*Note: percentage is larger than 100 because students can identify with more than one major and can identify as BA and MA students if they are in dual degree programs.

Student respondents reported taking an average of 15.15 credits (SD = 8.0). Most students indicated that they normally take 16 or more credits per semester (520, 70%).

Figure 2. Number of Credits taken by Respondents in a Typical Semester



Online and Hybrid Courses

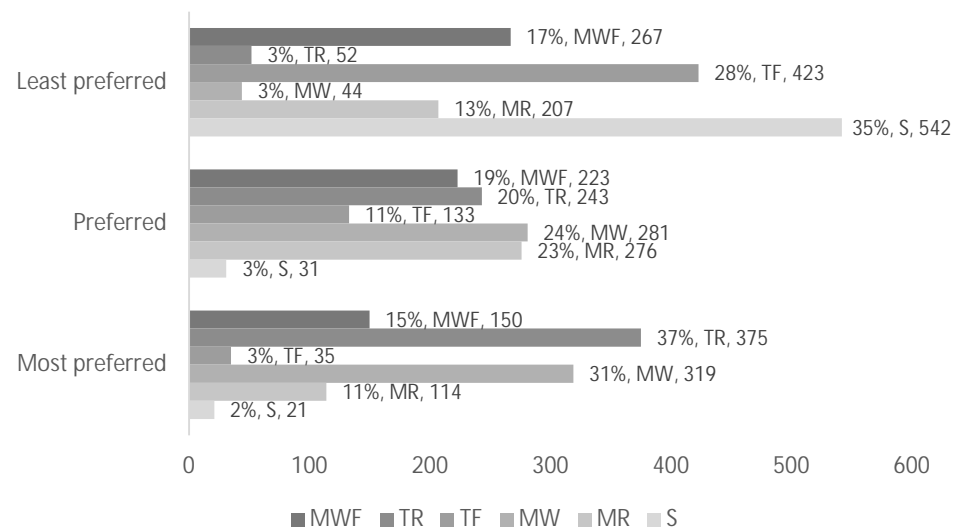
Ten percent of respondents (73) have taken a fully online class at Stockton. Sixty-eight percent of respondents (485) would like more online classes offered to them. Fourteen percent of respondents (99) have taken a hybrid class at Stockton. Seventy-three percent of respondents (516) would like more hybrid classes offered to them.

The Current Module System: Class Meetings

When asked the question, “Does the current module schedule work well for you with regard to the times you take classes?” about 59 percent (421) said yes and 41 percent of students (288) said no.

When asked to select the days of the week that students would prefer to take classes, the results were mixed. The least preferred day to take classes is Saturday with Tuesday/Friday a close second. The most preferred classes were on Tuesday/ Thursday with Monday/Wednesday in second. Monday, Wednesday, and Friday came in third on the question of “most preferred” and third on the question “least preferred.”

Figure 3. Respondents’ Preferences for Class Days



Just over half of the students preferred to take classes before noon (363, 51%), 40 percent (280) preferred classes between 12pm and 6pm and 9 percent preferred to take evening classes (64). Most students would not take classes on weekends in order to complete their degree (410, 58%).

The results were slightly different when students were asked their opinions on a Likert scale. Only 79 out of 702 (10%) students strongly agreed that the current class module system is convenient. A total of 319 (31.7%) agreed that the current class module system is convenient. Roughly a third were neutral (223, 31.7%) and 12 percent (81) either strongly disagreed or disagreed that the current module system is convenient. About 35% (246) of respondents disagreed or strongly disagreed that they can get the classes they need at convenient times. Seventy-one percent of students agreed or strongly agreed that they would rather take classes two days per week. Twenty-six percent (185) agreed or strongly agreed that they would rather take classes three days per week. See Table 2 for additional findings.

Table 2. Respondents' Preferences for Convenience and Class Preferences

Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I feel that the current class module system is convenient.	16	65	223	319	79	702
I am usually able to schedule classes around my personal needs easily.	55	122	179	261	84	701
I can get the classes I need at convenient times.	76	170	223	190	42	701
I prefer classes that meet 2 days per week.	18	45	138	211	288	700
I prefer classes that meet 3 days per week.	158	144	207	152	33	694
I frequently have trouble getting the classes that I need at times that are convenient.	43	110	206	210	128	697

would prefer meetings between 2:00-6:00pm (28, 48%) or after 6pm (170, 29%). Very few students wanted early morning (4%) or late morning (6%) meetings.

The most frequent response to the question “if you could change one thing about the current module system, what would it be?” was, “Nothing, it is perfect.” (166, 24%). Nearly 20% of students wanted shorter class times. Ten percent of students wanted to change the meeting module to a different time of day. When asked if they could change a second thing, some students again indicated that the current system is perfect but 14% of the students would prefer the meeting module to be at a different time (85 respondents) or different day of the week (72, 11%). If the current module system was changed, the biggest concern of the student respondents would be the impact on parking (301, 45%) with classes starting too early (116, 17%) and ending too late (112, 17%) the next concerns.

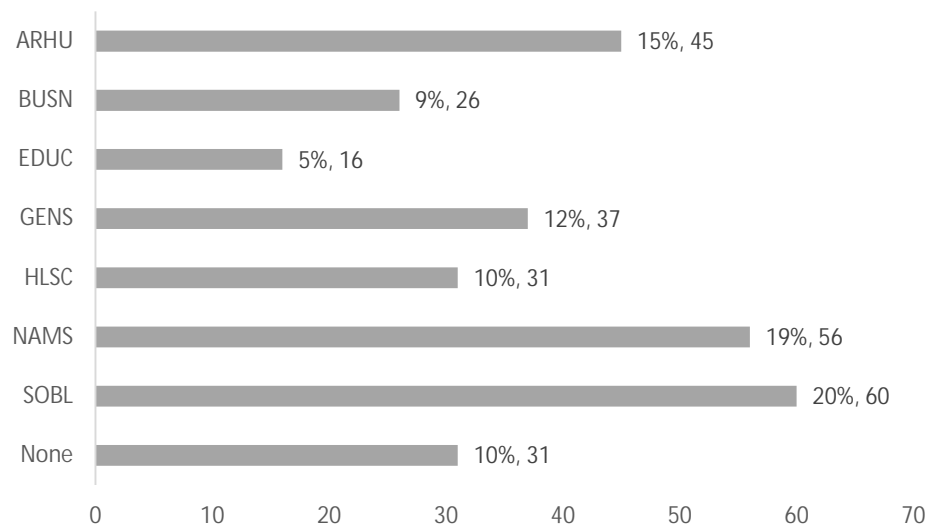
Sixty-one percent of respondents (406) were involved in clubs. When asked the question, “Are the activity meeting times of Tuesday/ Thursday, 4:30 pm to 6:30 pm convenient for you?” the question was nearly split down the middle. Fifty-two percent of all respondents (319) indicated “yes” and 48 percent (291) indicated “no.” When asked what days are most convenient to attend campus activities (they could select more than 1), most reported Tuesday (315, 53%) and Thursday (309, 52%) with 40 percent selecting Monday and 42 percent selecting Wednesday. Very few respondents preferred Friday (24%) or Saturday or Sunday (16%). Most respondents

Figure 4. Are the activity meeting times of Tuesday/ Thursday, 4:30-6:00 pm convenient for you?

Staff, Faculty, and Administrator Survey

Three hundred and twenty-four staff, faculty and administrators answered the Module Task Force Survey. The composition of respondents included 60 staff members (19.74%), 221 faculty members (72.7%), and 23 administrators (7.57%). Twenty respondents did not identify as staff, faculty, or administrator. Most participants identify as part of the Division of Academic Affairs (187, 87%). Figure 5 shows the breakdown of respondents by School. Most respondents were from School of Social and Behavioral Sciences (60, 20%) with School of Natural Science and Mathematics a close second (56, 19%). About 10 percent of the respondents do not identify with a School. It should be noted that a faculty member reported that s/he was able to take the survey more than once. If faculty, staff, or administrators did that, it is possible that a single respondent could have taken the survey more than once and skewed the results.

Figure 5. Breakdown of Respondents' by School



Dedicated Teaching Space and Teaching Schedules

Two hundred and sixty-seven respondents answered the question, "Does your program have dedicated teaching space?" The results were split down the middle with 127 answering "yes" and 128 answering "no." Of the 267 respondents who answered the question "Do you currently teach classes according to the current module schedule, 225 (84%) said "Yes" and 42 (16%) said "No."

Online and Hybrid Teaching

Twenty-six percent of respondents (69) have taught a fully online course at Stockton in the last 5 years while 74 percent (200) have not taught a fully online class. When asked how many sections of fully online courses the respondent normally teaches per semester, most respondents who taught online answered 1 course (32), with 10 respondents teaching two fully online courses per semester and one teaching three fully online courses per semester.

Thirty-six percent (97) of respondents have taught a hybrid course at Stockton in the last 5 years, while 170 (64%) did not teach a hybrid course. When asked how many sections of hybrid courses the respondent normally teaches per semester, most respondents who taught hybrid courses answered 1 course (46), with eight respondents teaching two hybrid courses per semester. Two respondents taught three hybrid courses per semester.

Current Module System

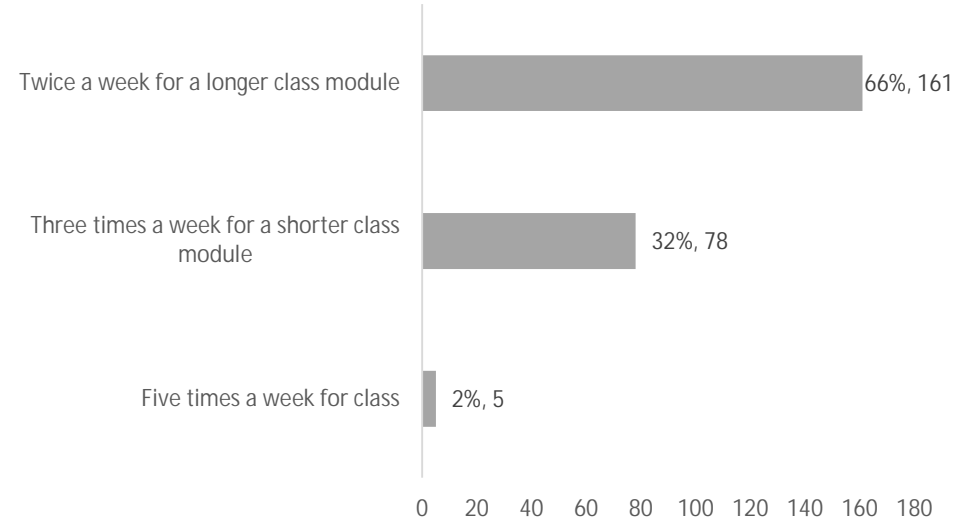
Two hundred and forty-one participants (74.5% of respondents) answered the question, "What are your feelings on the current module system? (1= Doesn't work well for me. 10=Works well for me.)" The most frequent answer was 10 (59, 18.2%). About half the respondents scored between 1-7 and half the respondents scored between 8-10. See Figure 6 for a histogram of responses. When asked, "If you could only change one thing about the current module system, what would it be?" Most respondents said "I would like a family-friendly meeting time for union/senate/program meetings" (104, 44%). See Figure 7 for a bar chart of answers.

Figure 6. What are your feelings on the current module system?

When asked about the class start times (8:30am), the most frequent answer was that respondents were satisfied with the start time by rating it a “10” (98, 38.1%). The median score was 8, so about half the respondents were less satisfied than a score of 8 and the other half were satisfied as measured with a score of 8 or more (mean = 7.49, SD = 2.88). When asked about the class end times (9:50pm), there seemed to be less satisfaction. The most frequent answer was that respondents were satisfied with the end time by rating it a “10” (49, 22.3%). The median is 8, so about half



Figure 8. Preferences for number of Class Meeting Times per Week



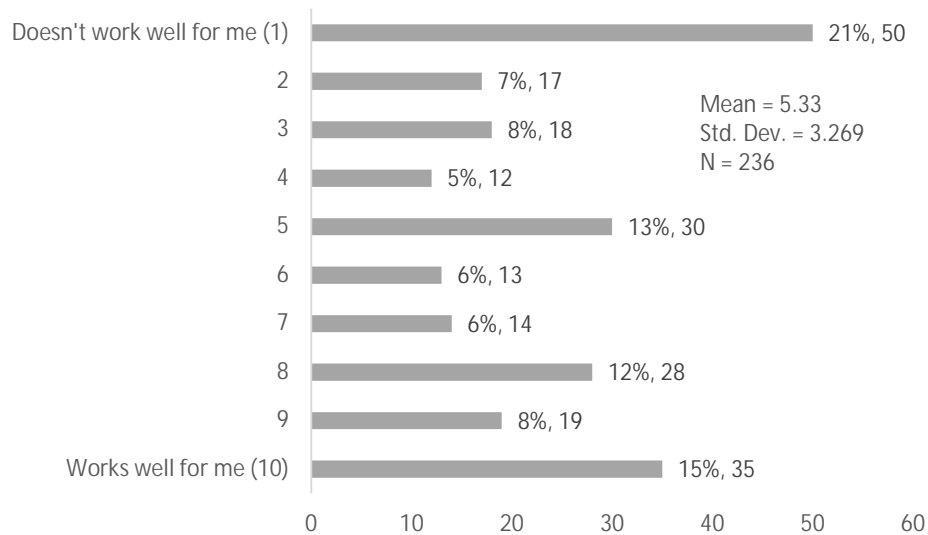
When asked about interest in creating a schedule that has a fourth “ex” hour, results were split. Most respondents said that they were not interested (134, 54%) but 115 (46%) indicated that they were interested in a module system with a fourth ex hour.

Meeting Modules

Two hundred and thirty-six respondents answered the question, “How satisfied with the current Tuesday and Thursday meeting module (4:30-5:45) are you? (1=Doesn’t work well for me. 10=Works well for me.)” The most frequent score was 1 (Doesn’t work well for me., 50, 21.2%). The median was 5, so about half the participants scored between 1-5 and half between 5-10 on this scale.

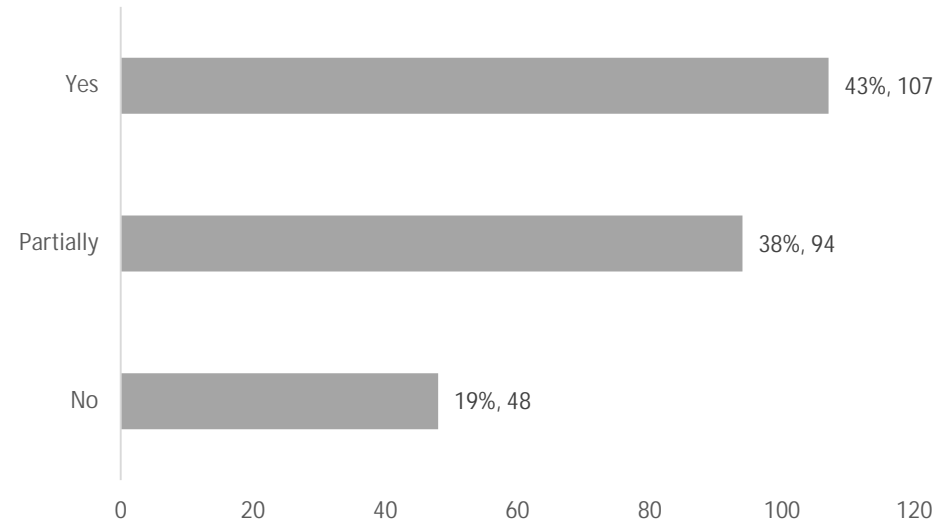
“Four out of five staff, faculty and administrators expressed some degree of satisfaction with moving the meeting module to earlier in the day”.

Figure 9. Satisfaction with the Current Meeting Module



Participants were then asked how satisfied they would be if the current module system remained but the meetings on Tuesday and Thursday were moved to earlier in the day. Forty-three percent of respondents (108) would be satisfied and 37.8 percent (95) would be partially satisfied. About a fifth of respondents (48, 19.1%) would not be satisfied with this option. See Figure 10.

Figure 10. Respondents' Satisfaction if the Current Module Schedule remained but the Meeting times were moved to early afternoon.

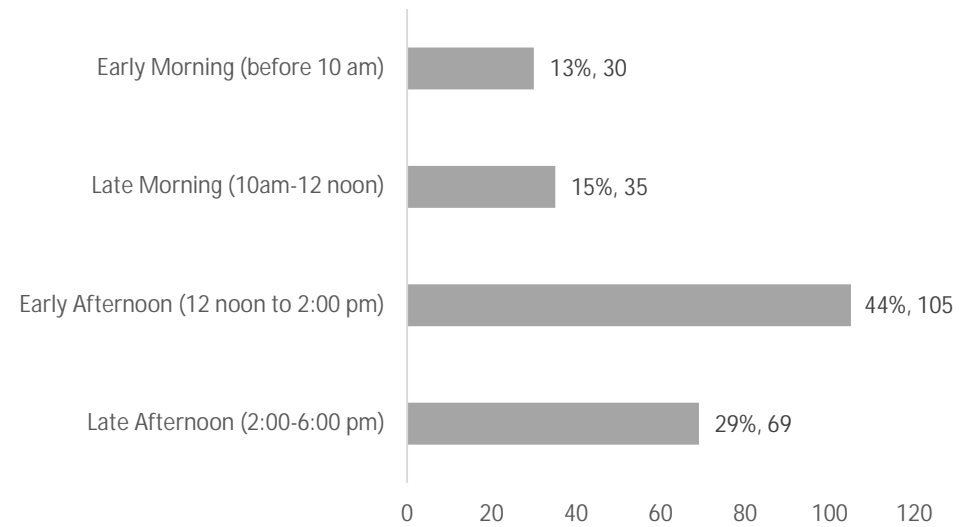


In a follow-up question, respondents were asked what time they would prefer for meetings to be scheduled. The most frequent answer was early afternoon (12pm-2pm) with 105 responses (44%). See Figure 11 for the full results.

“Asked what time they would prefer for meetings to be scheduled, nearly half of all staff, faculty and administrators reported early afternoon, starting at noon, would be their preference.”



Figure 11. Respondents' Meeting Time Preferences



Staff, Faculty, and Administrators indicated that parking (67, 41%) is the biggest concern if the current module system was changed in any way. Starting too early was a concern for 25 percent of respondents and ending too late for 24 percent. Transportation (7%) and food services (3%) were other concerns.

“Staff, Faculty and

Recommendations

If a Pan-University Task Force is commissioned, the members should consider the findings of previous task forces including Distance Education, Parking, and so forth. The Pan-University TF should also consult each program about individual program teaching needs and regarding the feasibility of teaching hybrid/utilizing a fourth ex hour. Assuming that recommendation 1 is adopted, and a hybrid or ex schedule is utilized at the Atlantic City campus, the Pan-University Task Force should also consult with faculty and staff working at the AC campus to determine its practicality.



activeminds
Changing the conversation
about mental health

J 199 Electrical Closet

