



Module Task Force: Final Report

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Table of Contents

Introduction and Charge.....	1
Composition and Structure.....	1
Background and History of Modules at Stockton.....	1
Activities of the Task Force.....	1
Early Task Force Meetings.....	2
Teaching.....	2
Meeting Modules.....	2
Campus Efficiency.....	2
Campus-wide Discussions/School Meetings.....	3
Feedback on Model 1.....	3
Feedback on Model 2.....	3
Feedback on Model 3.....	4
General Feedback on Modules/Module Changes.....	4
Summary.....	5
Later Task Force Meetings.....	6
Investigation of the Carnegie Minute.....	6
Student Survey.....	8
Demographics.....	8
Online and Hybrid Courses.....	9
The Current Module System: Class Meetings.....	9
The Current Module System: Meeting Module.....	10
Staff, Faculty, and Administrator Survey.....	11
Dedicated Teaching Space and Teaching Schedules.....	11
Online and Hybrid Teaching.....	11
Current Module System.....	11
Meeting Modules.....	13
Recommendations.....	16
Recommendation 1: Teaching Modules.....	16
Recommendation 2: Meeting Modules.....	16
Recommendation 3: Pan-University Task Force.....	16
Concluding Thoughts.....	17

Table of Figures

Figure 1. Breakdown of students by class status.....8
Figure 2. Number of Credits taken by Respondents in a Typical Semester.....9
Figure 3. Respondents' Preferences for Class Days..... 9
Figure 4. Are the activity meeting times of Tuesday/Thursday,
4:30-6:00 pm convenient for you?.....10
Figure 5. Breakdown of Respondents' by School.....11
Figure 6. What are your feelings on the current module system?.....12
Figure 7. If you could only change one thing about the current
module system, what would it be?.....12
Figure 8. Preferences for number of Class Meeting Times per Week.....13
Figure 9. Satisfaction with the Current Meeting Module.....
Figure 10. Respondents' Satisfaction if the Current Module Schedule
remained but the Meeting times were moved to early afternoon.....14
Figure 11. Respondents' Meeting Time Preferences.....15

Table of Tables

Table 1. Breakdown of Respondents' Major by School.....8
Table 2. Respondents' Preferences for Convenience and Class Preferences...10



Introduction and Charge

The Modules Task Force was commissioned by the Faculty Senate in December 2015. Its purpose was to examine “alternative course module scheduling in an effort to devise a plan to more efficiently use Stockton University resources such as classrooms and parking lots, and assess the meeting times for faculty, staff and students.” The Task Force was asked to “consider the work of previous task forces on this issue when exploring their own ideas on the subject. The Task Force shall also solicit and integrate input from administration, faculty, staff and students on proposals for change to the current module structure. Additionally, the Task Force shall consider the potential benefits and costs of any potential changes to the structure.” This is the final report of the Modules Task Force and is presented to the Senate for consideration at the May 2016 Faculty Senate Retreat.

Composition and Structure

The Faculty Senate selected members of the staff, faculty and administration to serve on the Modules Task Force. Specific attention was paid when selecting members who could represent key constituencies around campus. For example, the Faculty Senate wished to include a faculty representative from NAMS (Matt Bonnan) who could inquire and address concerns about scheduling lab times. The Senate saw a need to select a representative from the School of Health Sciences (Pat McGinnis) who could contribute her knowledge about the scheduling needs of Physical Therapy, Occupational Therapy, and Nursing. Representatives of School of Education (Priti Haria) and School of Arts and Humanities (Hannah Ueno) were selected to ensure that faculty with dedicated teaching space and specific teaching needs would also have a seat at the table. A faculty representative from each School was assigned to the Modules Task Force. In addition to the faculty members on the Modules Task Force, Nancy Messina, Assistant Dean, School of Arts and Humanities, was selected to represent the assistant deans whose job it is to schedule classes, Dean Rob Gregg was selected to represent the administration, and Jeff Wakemen was chosen to represent Student Development. In March 2016, Student Senator, Brian Moore, was selected to represent the needs of Stockton students. Finally, the members

of the Module Task Force would like to thank Brian Tyrrell, President of the Faculty Senate, for assisting with the formatting of the final report.

Background and History of Modules at Stockton

The Faculty Senate provided the Modules Task Force with a repository of information pertaining to the history of module discussions at Stockton. It can be found at this [link \(http://intraweb.stockton.edu/eyos/page.cfm?siteID=294&pageID=41\)](http://intraweb.stockton.edu/eyos/page.cfm?siteID=294&pageID=41). The documents contain a Task Force report from the 1970s, minutes from Faculty Assembly meetings from 1992-1994, the results from a prior Faculty Assembly Task Force in the late 1990s, a survey instrument and results collected by Jennifer Barr and her Marketing Research class in 2007, and a number of proposals for module changes from faculty including various arguments for and against a new module system and a document called “New Ways to Teach and Learn” which discusses a more flexible hybrid teaching model. Most recently, a Classroom Utilization report from 2015 and minutes from the Women In Academia Teaching Circle and Women In Academia conference note the need for a wiser use of campus resources and more thoughtful and careful planning of faculty meeting times.

Activities of the Task Force

As a full task force we met in person several times to brainstorm and create plans for outreach at face-to-face school meetings, face-to-face faculty and staff interviews, and online surveys of staff, faculty, administration and students. Each school representative was tasked with going to his or her school meeting in February or early March 2016 to gather information and to share three module models with the school. This was done either at large school-sized meetings or via smaller meetings with individual faculty or programs. We also wrote and deployed two surveys in April 2016 with 326 responses to the staff, faculty, and administration survey and 769 responses to the student survey, at the time of the writing of this report. Marissa Levy sent out the staff, faculty, and administrator survey with one reminder email, and Thomasa Gonzalez, Vice President of Student Affairs, sent out the student survey with two reminder emails.

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 \(https://www.dropbox.com/s/wpye1ekgkchf19h/Module%20Concepts.pdf?dl=0\)](https://www.dropbox.com/s/wpye1ekgkchf19h/Module%20Concepts.pdf?dl=0).





Campus-wide Discussions/School Meetings

Feedback on Model 1

- 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 parking.

- Prep time for intro labs on Wednesdays might not be ideal – labs would start on Thursdays rather than at the beginning of the week.
- Some faculty asked, if the argument for the Wednesday optional meeting was that it would leave time for research and/or meetings, wouldn't that mean we would need to be choosing not to use this "engagement" time to meet with our classes? This led to concerns that there will be pressure not to teach formal classes on Wednesdays.

- Questions/General Statements

- Curious how other colleges/universities use this model and maintain accreditation standards with regard to "minutes." (See below for TF research on the Carnegie Minute.)
- How would it work if everyone or a vast majority of NAMS wanted to use the face-to-face times on Wednesday? Would there be enough room?

Feedback on Model 2

- Positive

- Meeting times spread throughout the week.

- Negative

- There was concern about how Tuesday and Thursday meeting times equal 6 hours – are only parts of B used on each day?
- If only parts of B, E, and H, and K are used, then we are not efficiently using classroom space.
- Need longer meeting modules.
- Too much flexibility about when to teach and for how long. Faculty will fight to get the module they want or will overlap each other.

- Questions/General Statements

- A preference for this model with the meeting times at 12pm instead of 2pm.

Feedback on Model 3

- Positive

- Lots of flexibility.

- Negative

- This model was disliked because of its perceived complexity.
- Too much flexibility will make scheduling difficult and it will be hard for students and faculty to plan courses.
- Meeting times 3:00 to 3:50pm are still not family-friendly times and we need to have more than 50 minutes at a meeting.
- It will be hard for students who need to work and very difficult to schedule for both administrators and students.
- 50 minutes is way too short to get things done and if we use multiple sessions on one day it is too hard for students to schedule.

General Feedback on Modules/ Module Changes

- Carnegie Minutes: Outcomes, Not Time

- Some faculty thought that Carnegie minutes no longer provide a guide for how people learn; it isn't the number of minutes you sit in a classroom that counts; it is rather the outcomes that are generated from all aspects of the course. The prevailing assumption held at some universities is that the learning experience should extend beyond the classroom, and that the students would need to learn in the community, in the study halls, and in their dormitory rooms. This may be truer in the social sciences and humanities, and perhaps not as applicable in NAMS, the Visual Arts, or Nursing.

- Are We Only Looking at Hybrid Models?

- If we all go "hybrid," are we able to meet Middle States requirements for Carnegie minutes equaling 4 credit hours?
- Must document 4th "flex hour" if we go with any of these models.

- Impact on Services

- In the SOBL school meeting, almost everyone preferred faculty meeting times at noon or early afternoon.
- In EDUC, faculty preferred an early afternoon start time for meetings.
- The university should consider it acceptable to use technology to participate in meetings remotely/virtually.
- Please be sure to consider the impact of changing modules on transportation/ shuttle and food services. Student Services staff

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 or take down the previous or following labs. This is often necessary, for example, when setting up a lab practical where specimens have to be arranged, tagged, dissected, or pinned – it cannot happen in 10 minutes before the lab meeting.
- There were concerns that given a change to an 8:00AM module start time, this would create hardships for the staff. In NAMS, staff often help set up and tear down the large introductory labs, and so earlier lab times mean significantly earlier arrivals for NAMS staff.

- *Flow Through Campus*

- We don't want to time the modules so that an overly large proportion of students and faculty are on campus at the same time.
- It will cause flow-through problems, especially in the campus center and at the dining centers.
- Meetings that happened around lunch time might burden the campus cafeteria staff.

- *Union Related Concerns*

- There were concerns that because the new models have teaching modules that go into the evening on Friday, we are setting the stage for being pushed into Saturday teaching by the administration.

- *Deans' Responsibility*

- Some faculty felt that creating a new module system to get around scheduling inequities (e.g., senior faculty in some programs forcing junior/non-tenured faculty into non-prime teaching spots) was a matter to be resolved by the Deans, or have pressure put on Deans to fix, not to change the modules themselves.

- *Floating Meeting Module*

- Some faculty felt that the idea that individual schools/programs could keep a particular module free for meetings is true under the current system. They argued that few programs are successful in doing so because of course needs. In other words, this is not related to the current system, and why should we expect that to be any different under a new system?

- *MATH Courses*

- Certain MATH courses are 5 hours and meet 4 days a week. MATH faculty were dissatisfied with any model and could not see how any would accommodate courses such as calculus. They note that calculus, for example, is taken by other science majors, and so would have ramifications there too.

Summary

The Modules Task Force received a variety of feedback from a variety of programs and schools. Opinions were varied. Almost all of the NAMS faculty who were involved in the discussion felt they were against changing the modules, whereas other schools were more open to the idea of changing the modules. In some schools the untenured faculty were more in favor of hybrid models but were less likely to talk about that in the meetings. Many faculty noted that they have adapted to the current module model, even if it doesn't work well. Some faculty noted concerns about train and shuttle schedules and the taxing of campus resources (food services, etc.) if classes start earlier, break for lunch, or end later. Many faculty submitted suggestions for a new module system. You can find many of those at this [link \(https://www.dropbox.com/sh/yiv3vlq6314756q/AADwst3yVYW79aRhZTZrG_Aqa?dl=0\)](https://www.dropbox.com/sh/yiv3vlq6314756q/AADwst3yVYW79aRhZTZrG_Aqa?dl=0).

Later Task Force Meetings

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.

Investigation of the Carnegie Minute

- 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 of academic work.” According to Dr. Tom Grites, this is how Stockton has calculated the 750 minutes for each credit hour (in lecture courses). Obviously variations exist with labs, online courses, hybrids, studios, internships, etc.

Some faculty who mentioned this as a concern noted that we should adhere to these restrictions rigidly or risk accreditation problems. Clearly the university needs to consider the implications of a schedule change and if that change would cause us to be out of compliance with the Carnegie



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 “gifted” 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 flying 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 office hours 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

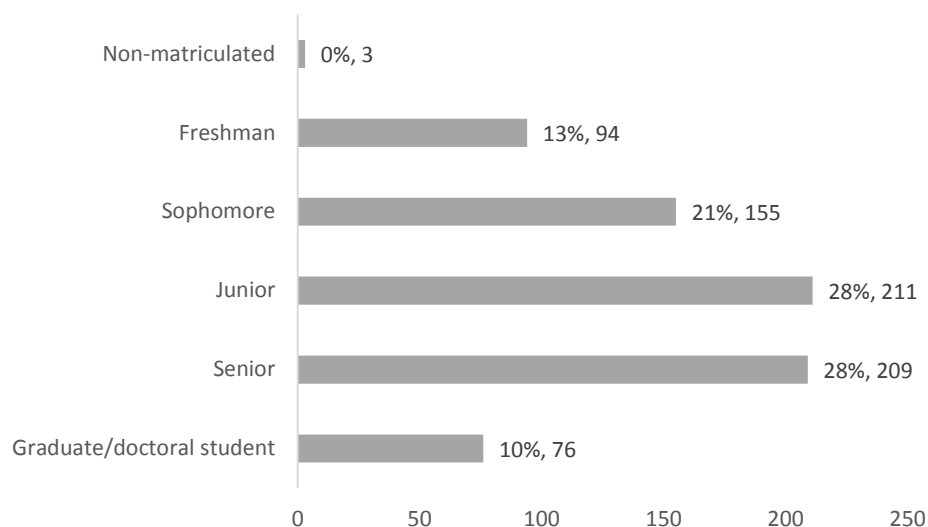
Student Survey

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-fifth 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

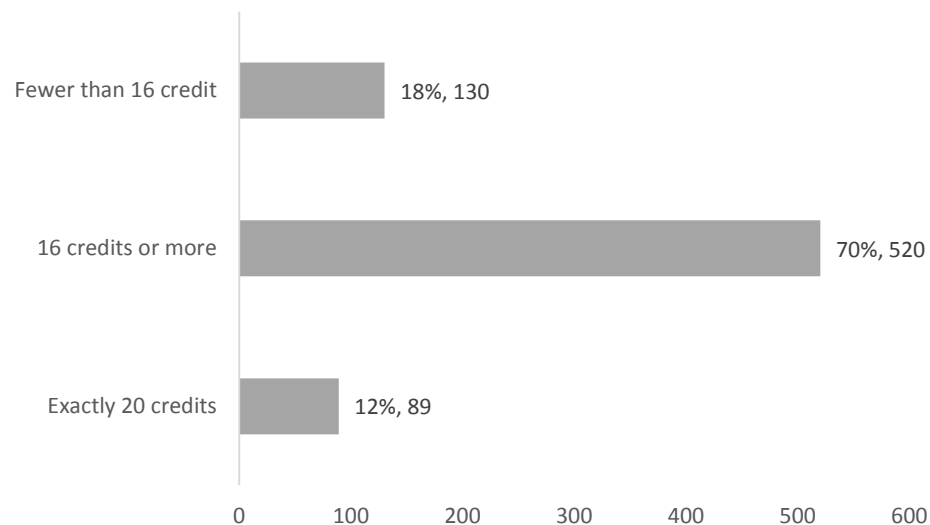
School	Respondents	Percentage*
Arts and Humanities	92	12.0%
Business	118	15.3%
Education	75	9.8%
Health Sciences	146	19%
Natural Science and Math	155	20.2%
Social & Behavioral Sciences	242	31.5%
Master/Certificates/Doctoral Programs	122	15.9%

*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%).

“If the current module system was changed, the biggest concerns of the student respondents would be the impact on parking, with classes starting too early and ending too late.”

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



Online and Hybrid Courses

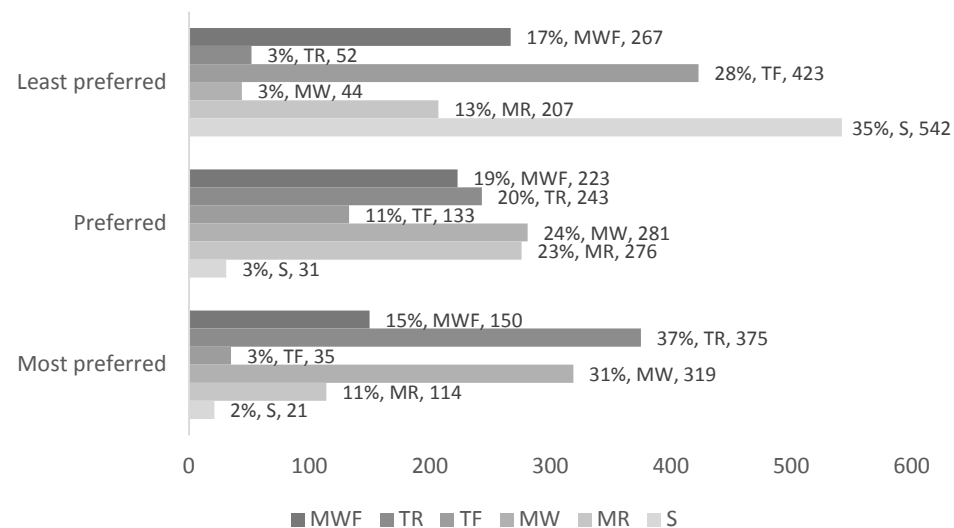
Ten percent of respondents (73) have taken a fully online class at Stockton. Sixty-eight percent of respondents (485) would like more online classes offered to them. Fourteen percent of respondents (99) have taken a hybrid class at Stockton. Seventy-three percent of respondents (516) would like more 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
I frequently have trouble getting classes I want such as electives/non-major.	48	134	205	186	125	698
I take fewer classes than I want due to lack of availability of classes.	119	154	172	148	105	698

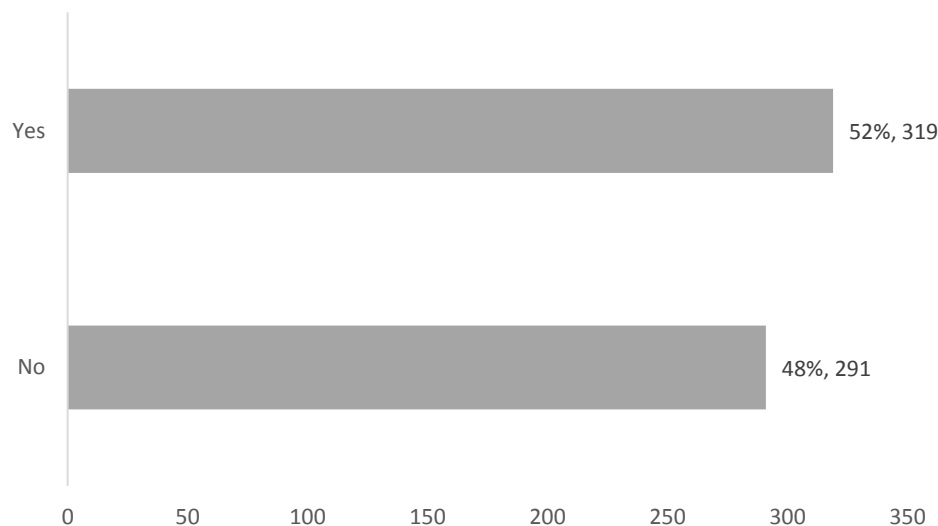
The Current Module System: Meeting Module

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

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.

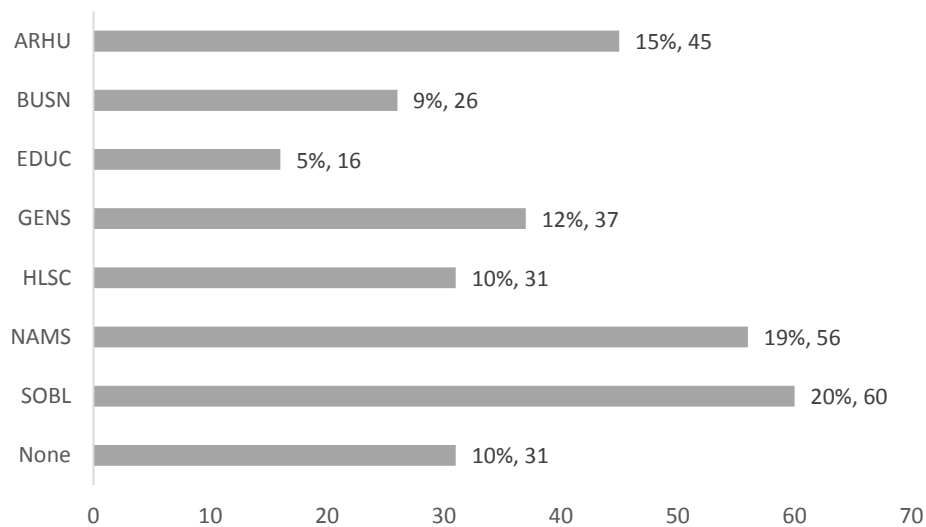
Figure 4. Are the activity meeting times of Tuesday/Thursday, 4:30-6:00 pm convenient for you?



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 fifty-five 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

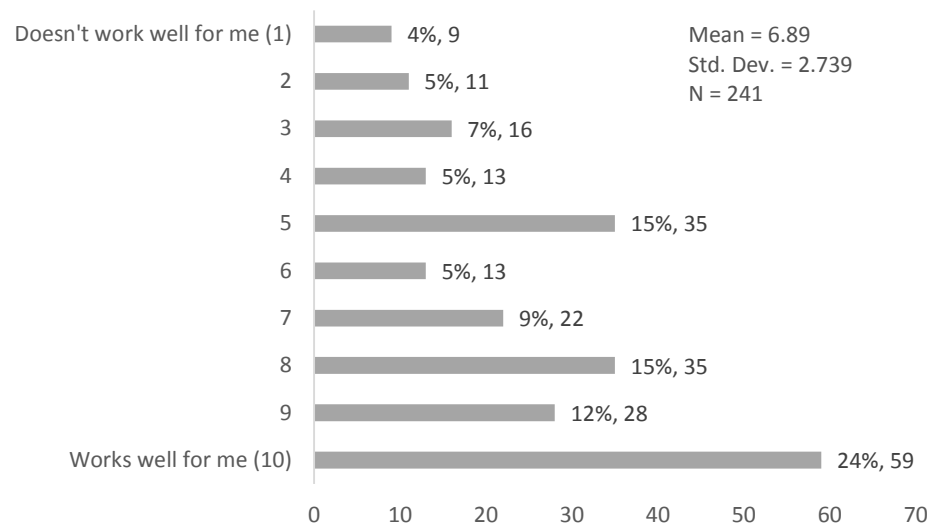
Twenty-six percent of respondents (69) have taught a fully online course at Stockton in the last 5 years while 74 percent (200) have not taught a fully online class. When asked how many sections of fully online courses the respondent normally teaches per semester, most respondents who taught online answered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

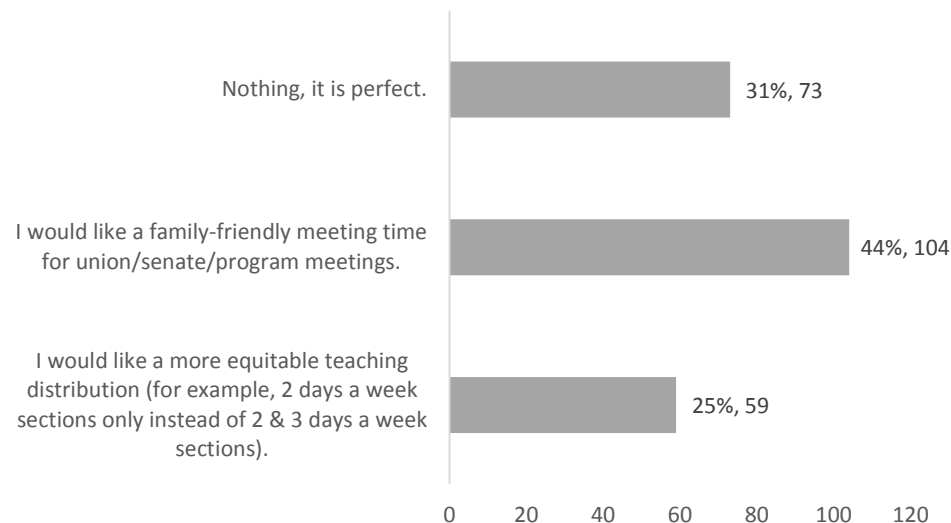
Figure 6. What are your feelings on the current module system?



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 score was 6, so about half the respondents were less satisfied than a score 6 and the other half were satisfied as measured with a score of 7 or more (mean = 6.17, SD = 3.17).

“Nearly half of all staff, faculty and administrators indicated they would like a family friendly meeting time for Union, Senate and Program meetings.”

Figure 7. If you could only change one thing about the current module system, what would it be?

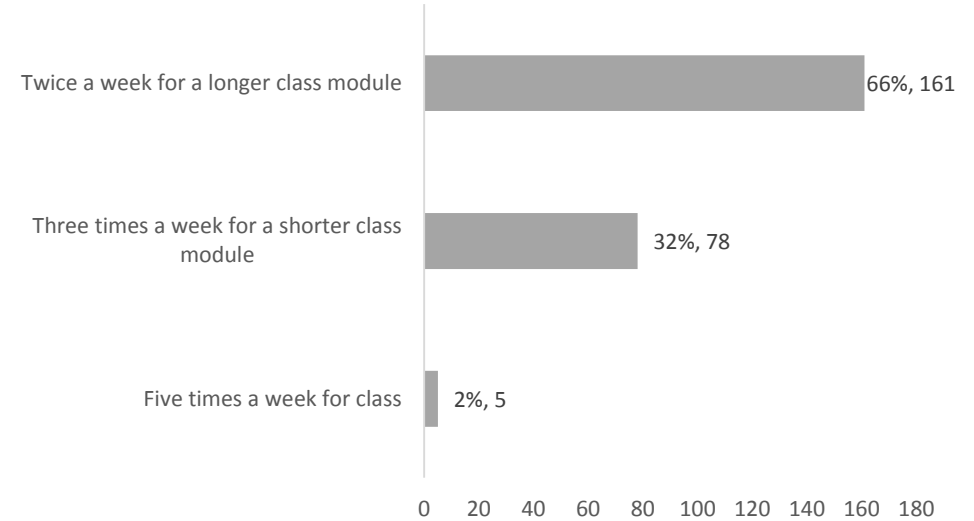


When asked if participants would prefer to meet twice a week for a longer class module, three times a week for a shorter class module or five times a week for class, the results overwhelmingly support a preference for meeting twice a week for a longer class module (161, 66%).

“Respondents were divided on their opinions relative to a fourth ‘flex’ hour.”



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



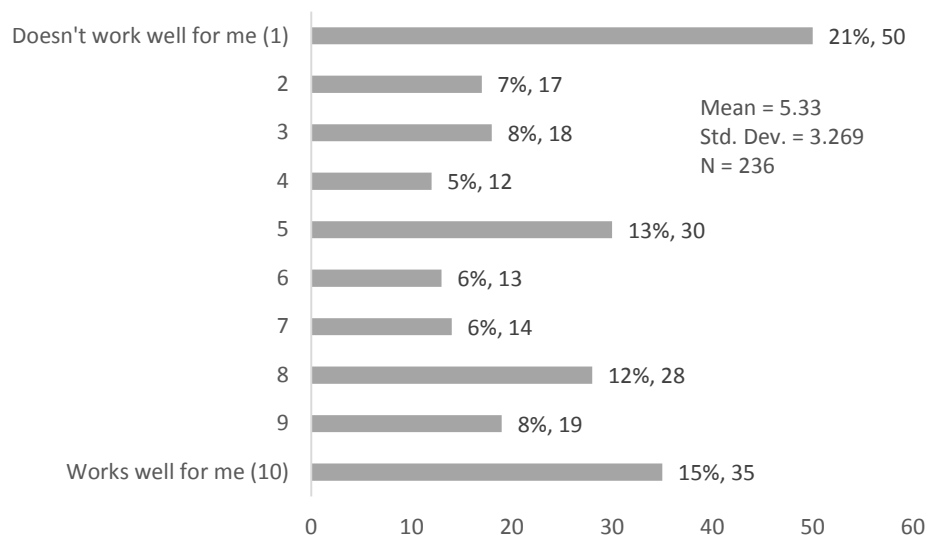
When asked about interest in creating a schedule that has a fourth “flex” hour, results were split. Most respondents said that they were not interested (134, 54%) but 115 (46%) indicated that they were interested in a module system with a fourth flex hour.

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.

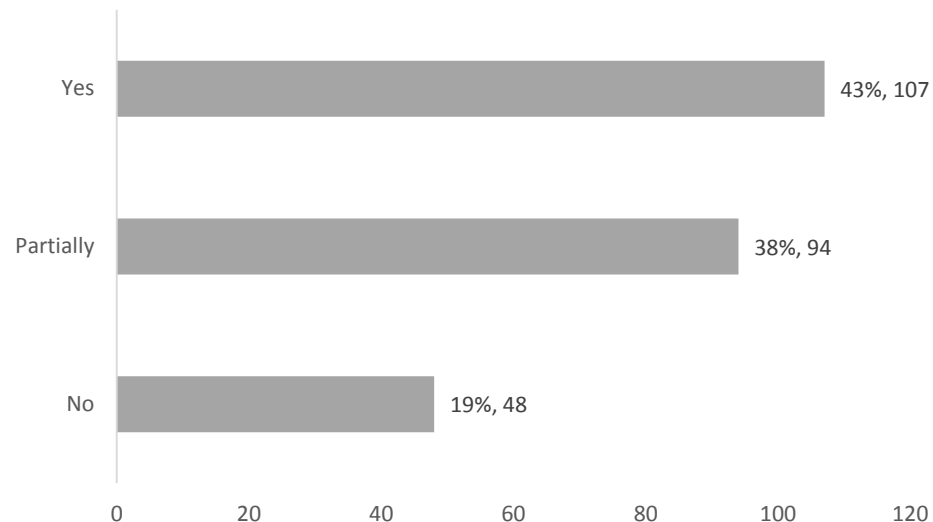
“Four out of five staff, faculty and administrators expressed some degree of satisfaction with moving the meeting module to earlier in the day”.

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.

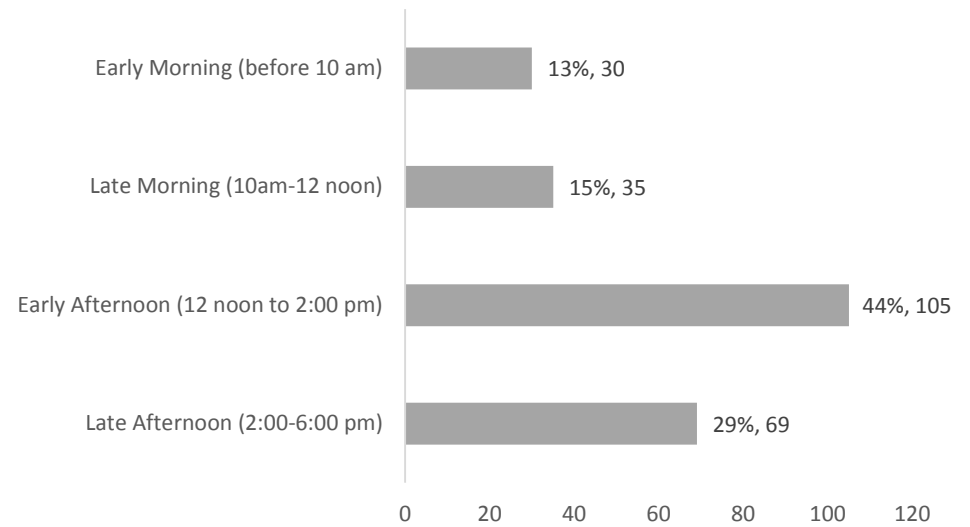
Figure 10. Respondents' Satisfaction if the Current Module Schedule remained but the Meeting times were moved to early afternoon.



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 Administrators indicated that parking was their biggest concern if the current module system was changed in any way.”

Recommendations

The Modules Task Force was charged with investigating “alternative course module scheduling in an effort to devise a plan to more efficiently use Stockton University resources such as classrooms and parking lots, and assess the meeting times for faculty, staff and students.” We were also asked to consider the work of previous task forces on this issue while we explored our own ideas on the subject. We were asked to solicit and integrate input from administration, faculty, staff and students on proposals for change to the current module structure.

Recommendation 1: Teaching Modules

Feedback from faculty and administrators at the school meetings suggests that faculty are not in agreement about the best way to proceed. Some faculty indicated that changing the module structure would benefit or harm them personally, and others noted that their pedagogical needs could be in jeopardy, depending upon the changes to the teaching modules. Results from the electronic survey show that many students are interested in taking online and hybrid courses and that a majority of students and faculty prefer face-to-face classes to be offered two days per week.

The Module Task Force recommends trying a new module system at the AC campus to see how it works there. There are several benefits to this recommendation including:

1. We need to have a module system in AC that complements (instead of competes with) course times on Main Campus.
2. AC will provide a neater, smaller test case for module changes that could be later implemented on Main Campus.
3. The President believes that the AC site should provide the opportunity for experimentation, and the module system is one area where this can be undertaken.
4. To get the most out of the AC site, and recognize the hybridity inherent within many courses, a flex schedule would maximize the usage of that space.

What exactly that module system should be needs further discussion, but it could be based around the TCNJ model of 3 hours for four credits, with the fourth hour verified through some form of assessment. This approach might help students move back and forth between campuses as necessary. Whatever meeting time is decided for the Galloway campus should be replicated on the AC campus.

Module TF: Unanimously voted in favor of this recommendation.

Recommendation 2: Meeting Modules

The student survey results indicate nearly half of students (48%) are not satisfied with meeting times at 4:30 on Tuesday and Thursday. Students overwhelmingly preferred to have meeting times earlier in the day. Students were very clear that they did not want early morning or late morning meetings. The staff, faculty, and administrator survey results indicate that if only one thing could be changed about the module schedule, it would be the meeting times for union/senate/program meetings. Staff, faculty, and administrators reported that an early afternoon start time (12:00-2:00pm) is the best time for meetings to occur. In fact, about 80 percent of respondents would be satisfied or partially satisfied with the modules if the meeting time was moved to earlier in the day. An example of the current schedule slightly modified to accommodate for a 12:30-1:50pm meeting module on Tuesday and Thursday can be found here at this [link \(https://www.dropbox.com/s/0a3qvcvd0f4t0q1/COURSE_MODULES_w_changes_for_meeting_times.docx?dl=0\)](https://www.dropbox.com/s/0a3qvcvd0f4t0q1/COURSE_MODULES_w_changes_for_meeting_times.docx?dl=0).

Module TF: Unanimously voted in favor of this recommendation.

Recommendation 3: Pan-University Task Force

Should the Faculty Senate or Stockton Administration wish to consider changing the modules on the main campus, the Modules Task Force suggests a Pan-University Task Force be created to further investigate:

1. The pedagogical needs of faculty who utilize labs and/or conduct demonstrations in class
2. The Middle States stance on the “fourth flex hour” and
3. Student demand for winter intercession or a better way to utilize the campus efficiently.

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 flex hour. Assuming that recommendation 1 is adopted, and a hybrid or flex 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.

Module TF: Unanimously voted in favor of this recommendation.

Concluding Thoughts

Students indicated an overwhelming desire to take online and hybrid classes and, in School meetings, many faculty were interested in taking a more flexible approach to classroom teaching. If there is a pedagogical desire for faculty to move courses from a traditional face-to-face class presentation to a more hybrid approach, the result could mean that student and faculty needs are better met and campus space is better utilized. In the meantime, there is a simple tweak to the existing schedule that can greatly impact the lives of students and faculty and can address an important aspect of the COACHE survey findings. Moving the meeting module to early afternoon can help create a better work/school-life balance for many individuals on campus.





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