



**Task Force Members and Contributors to this Report:**

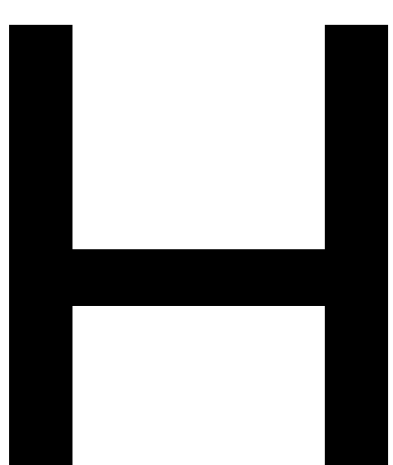
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# Task Force Charges

FRQWKEHUU\LZLOO







## **Methods Used To Compile This Report's Findings**



## Identification of the “Problem(s)”

### Historical Context of the Development of the Attributes/Subscripts System





**Figure 1: ILTs: Communication, Community and Competency**

## **Comparison to General Studies**

**2**

_____		
<b>TOTAL POSSIBLE CREDITS TO GRADUATE</b>	<b>128 - 180 credits*</b>	<b>128 - 180 credits*</b>

**Table 2: Summary of Stockton’s Graduation Requirements for a B.S.**

	<b>Incoming students with less than 64 transfer credits</b>	<b>Incoming students with more than 64 transfer credits</b>
<b>TOTAL POSSIBLE</b>	<b>128 - 180 credits*</b>	<b>128 - 180 credits*</b>

**CREDITS TO  
GRADUATE**







Category/ Theme	Stockton's Current Curriculum	# institutions with this requirement (n = 16)	Range of credits required	Additional comments
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Languages









## Difficulty in Enrolling in R Courses

DEΛ b  
ΛΜΧΓΗΘΜΛ

**Misunderstanding of Course Attributes and Subscripts - Student "Buy In" Part >**

**Z**

**student**





## **Dissatisfaction with Available Information and Assistance**

## **“Problems” Identifi**



**Table 4. Description of application experience by attribute. (N = 75)**

**Table 5. Use of professional development opportunities by those who applied for attributes.  
(N = 75)**

**Rigor is expected but has exceeded the threshold of what's acceptable.**

**Rigor in the application process is expected and appropriate.**





**Difficulties in accessing and incorporating the expectations for attribute or subscript**

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**Table 6. Importance of AHVI attribute application standards.**

**Table 8. Agreement with WQR attribute application standards.**

**This content  
requirement should remain the same across  
all W1, Q1, and R1 attributes**

**This content requirement should be the  
same across all W2, Q2, and R2 attributes.**

**D O E**



**Noting the distinction between one attribute and another attribute.**

**Noting the process of how an attribute should define their scope, including who has the right to.**

**Table 10. Faculty agreement with, “I believe the content of courses with the \_\_\_\_ subscript is vital to a student’s liberal arts education at Stockton University.”**





**Table 11. Faculty perceptions of functioning of WQR structure.**





## **“Problems” Identified by the Administrator Survey**

### **Contributions and Challenges of Course Attributes**

Λ / Λ M H **Do**

**“What are the strengths and contributions of our course attribute system, and of specific attributes?”**

**What challenges do we confront**

$\forall b \circ$   
 $D \wedge M$

$D \wedge \exists, \forall, b \in$

### **The Attribute System as a Barrier to Graduation**

$\bar{a} \ M \bar{a} \ e \lambda \mu \pi \ B \ M \bullet \ \delta^{\circ} x \ ] \ \mathcal{B} \ \cap$









**AHVI**





di

No

1001 18110

**“Do you think our current course attribute system makes us more or less competitive in recruiting and retaining students compared to neighboring universities?”**

6161~ \

## **“Problems” with Availability of Classes and Declining Graduation Rates**

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### **AHVI Courses**

**A-Arts Snapshot for AY 22-23:**

**H- History Snapshot for AY 22-23:**

**I-International Snapshot for AY 22-23:**

**V-Values Snapshot for AY 22-23:**

**Q,W,& R Courses**

**Q1 and Q2 Snapshot for AY 22-23:**

**W1 and W2 Snapshot for AY 22-23:**

**R1 and R2 Snapshot for AY 22-23:**

**Graduation Denials, Rates, and Trends**

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**Graduation Denials Due to Attributes**









**Specific Changes included in Model A:**

**H [ D**

PD[L@P



## **Model A Curriculum Design**

**Standard G-Course Array - 12 or 16 courses (48 or 64 Credits Total)**

**Attributes - 8 requirements (32 Credits Total) that may still be added to G-courses & program**





**courses**

**program courses**

**Model Option B**

**in-the-disciplines**

**across-the-curriculum**



**Pr**



ETHIXO DNI

program reviews.





## **Model Option C**





## **Standard G-Course Array**



	<p><b>Quantitative reasoning intensive courses (Q1)</b></p> <p><b>Quantitative reasoning across the curriculum courses (Q2)</b></p>
	<p><b>Race and racism education intensive courses (R1)</b></p> <p><b>Race and racism education across the curriculum courses (R2)</b></p>

**Specific Changes in Model D:**

**Drawbacks/Downsides to Model D:**

**Recommc**



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## **Conclusions**

# **Appendices**

## **Appendix A: Case Study of Rowan's University General Education Curriculum**

### **Rowan Core**

**While Rowan Core is the general education program, students develop the Rowan Core literacies not only in their general education courses but in their major coursework as well**

### **Rowan Experience**

**One Broad-Based Literature-designated Course (LIT)**

**One Writing-Intensive-designated Course (WI)**

**One Rowan Seminar-designated Course (RS)**

**emphasis added**

**Develop and approve changes to Rowan Core policy. (Significant changes require Senate approval.)**

**Review and approve new course assessment plans, including Rowan Core, WI, and LIT assessment.**







## **Appendix B. Spring 2024 Student Graduation Data**

**Table 14. Attributes not fulfilled in Spring 2024 graduation denials.**

Figure 5. Graduation rates for first-year students.

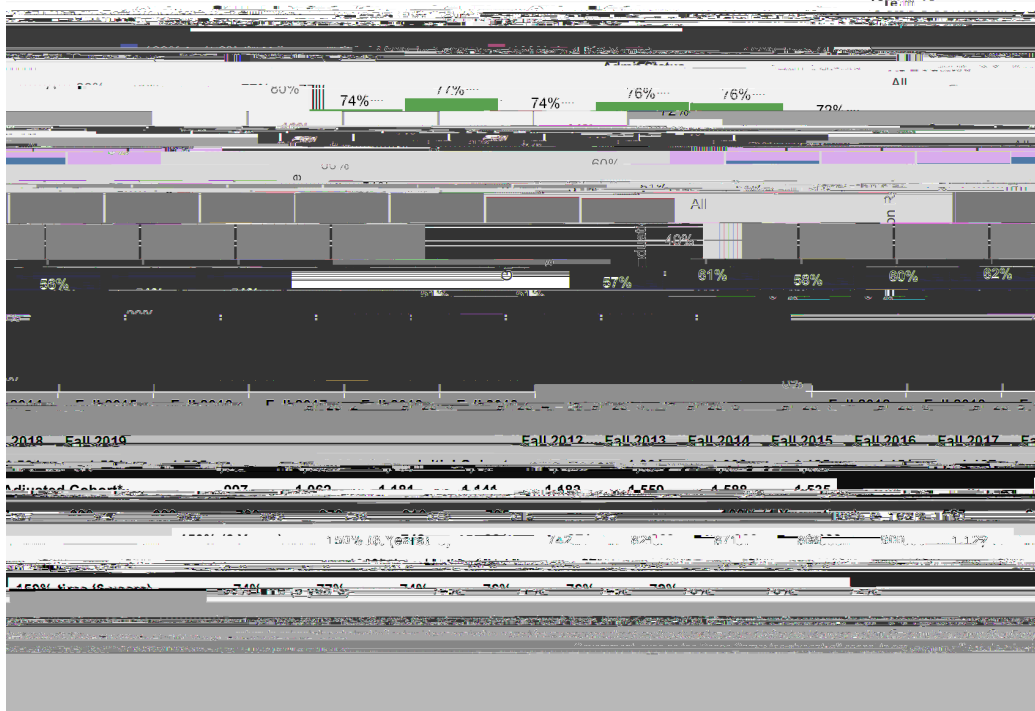
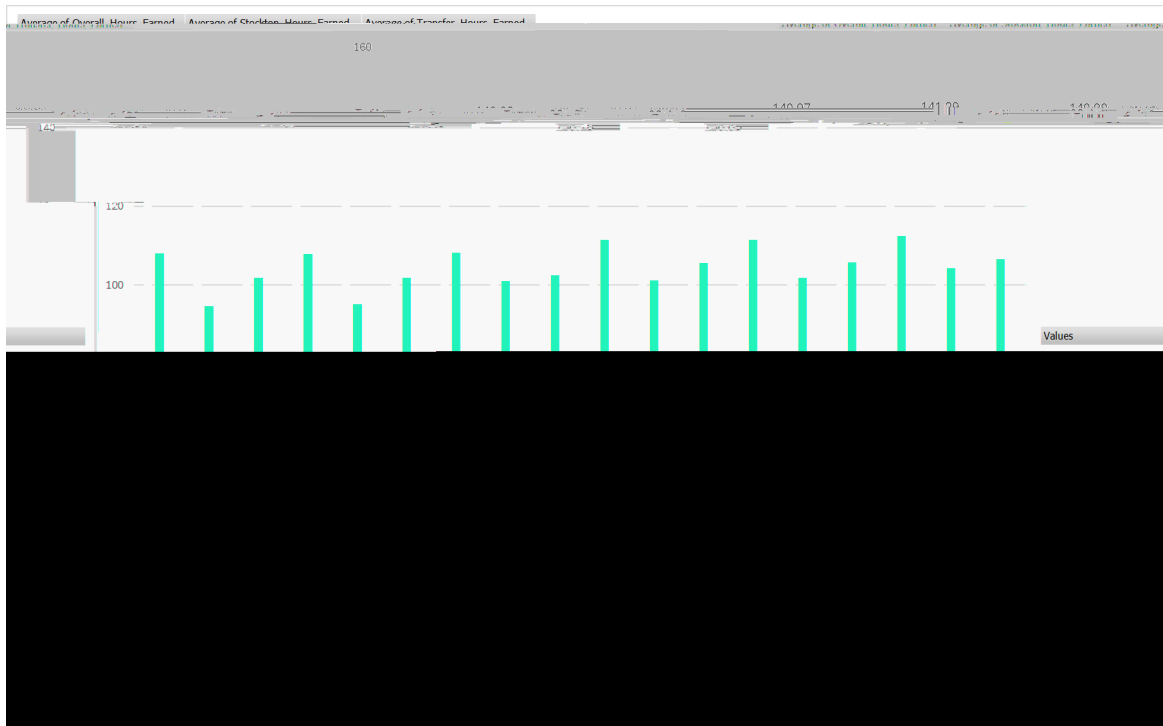


Figure 6. Average Credits per Degree Conferral



**Appendix C. Comparison of the AHVI attributes' current course standards.**


**Appendix D. Comparison of W, Q, and R attributes' current course standards.**

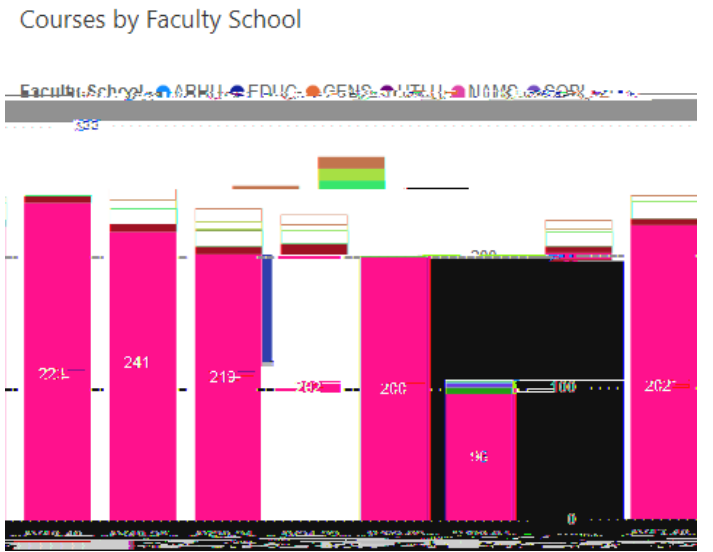
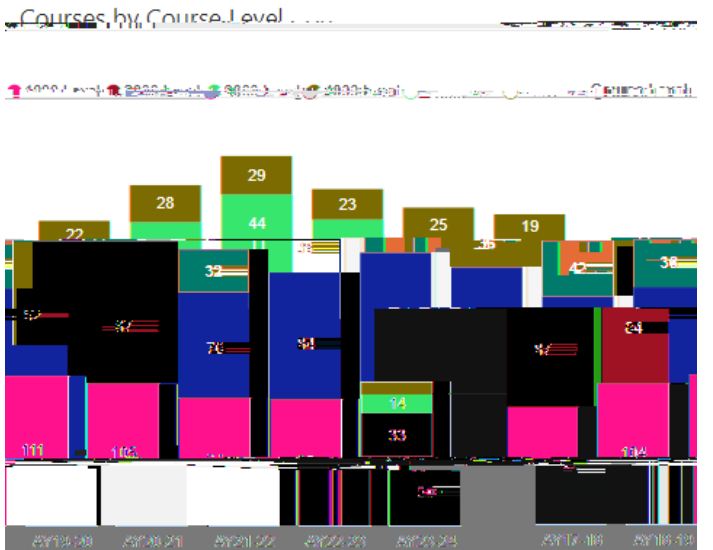


Q O R



# Appendix E: Attribute Course Data for Stockton University 2017-2023

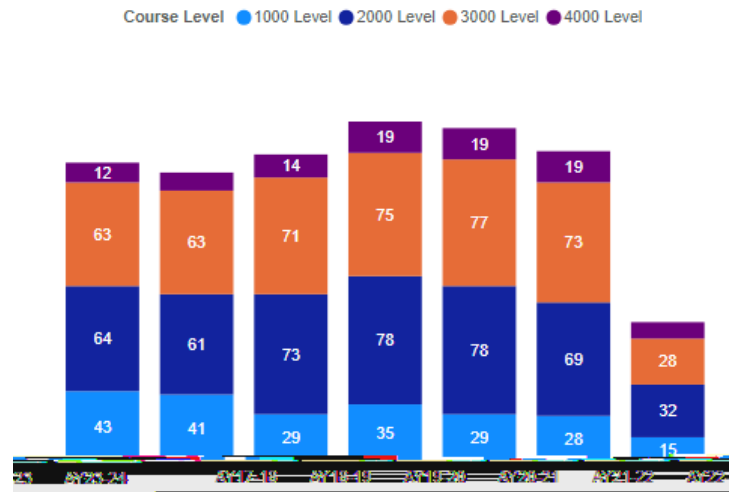
## A-Arts



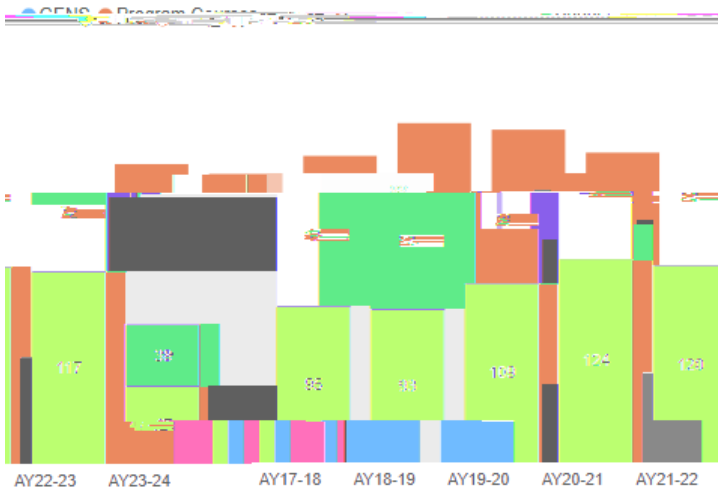
## **H- History**

# V-Values

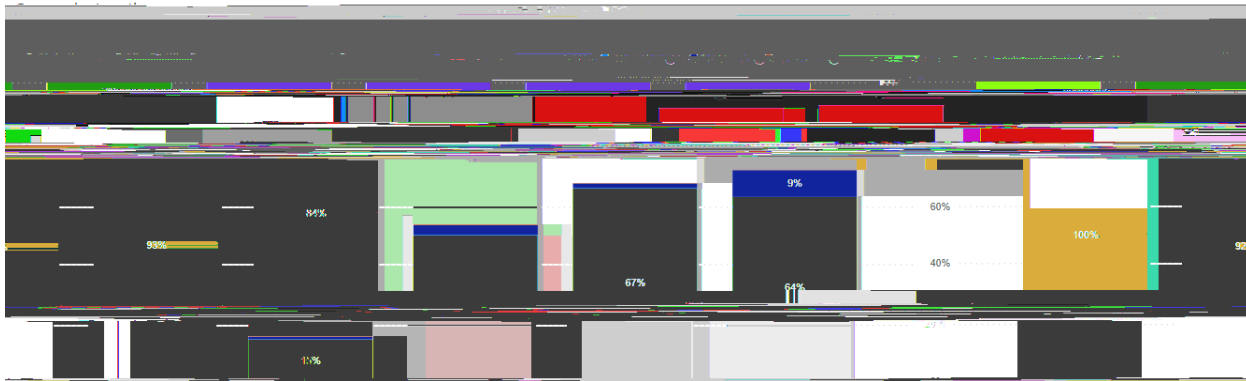
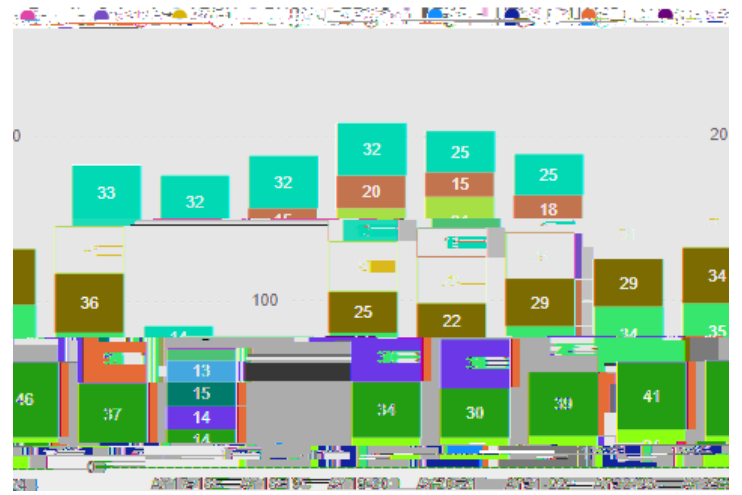
## Courses by Course Level



## Courses by Course Acronym

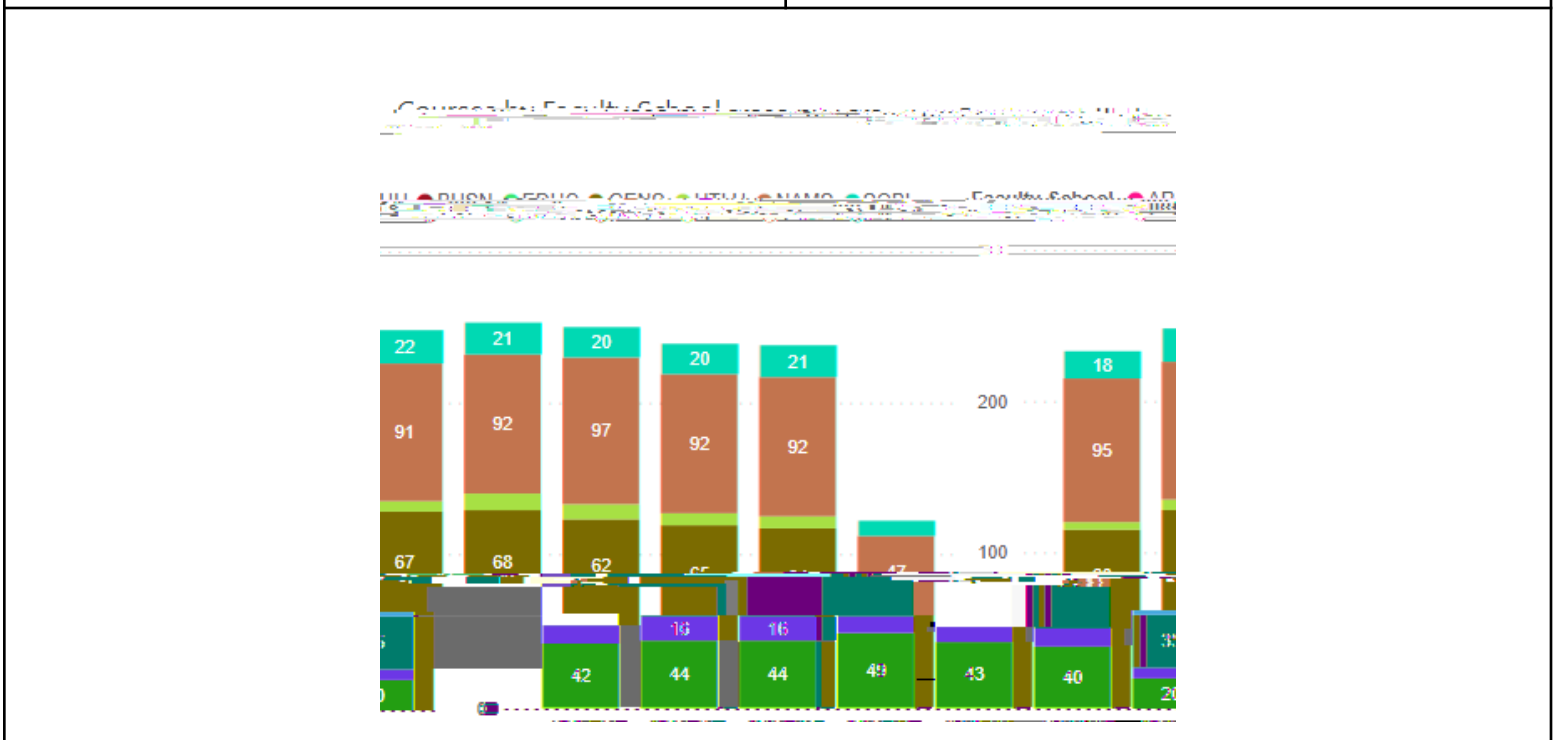
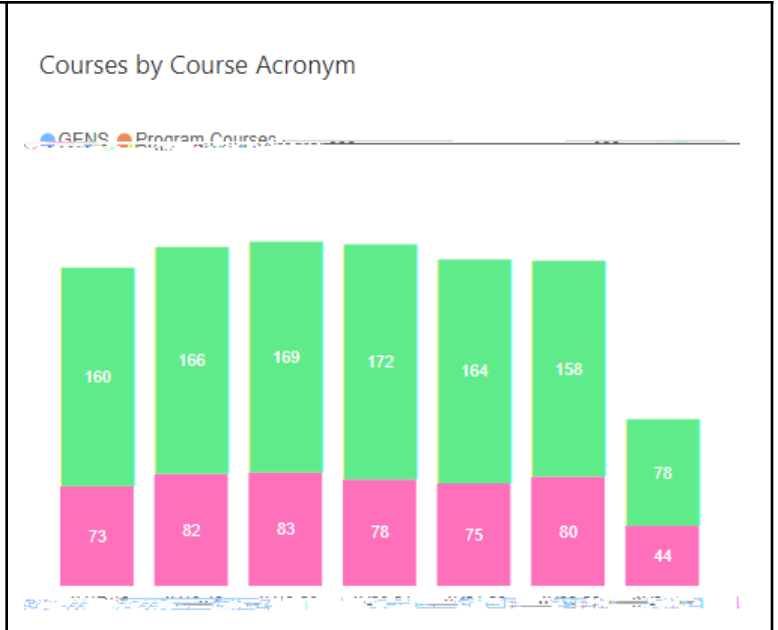
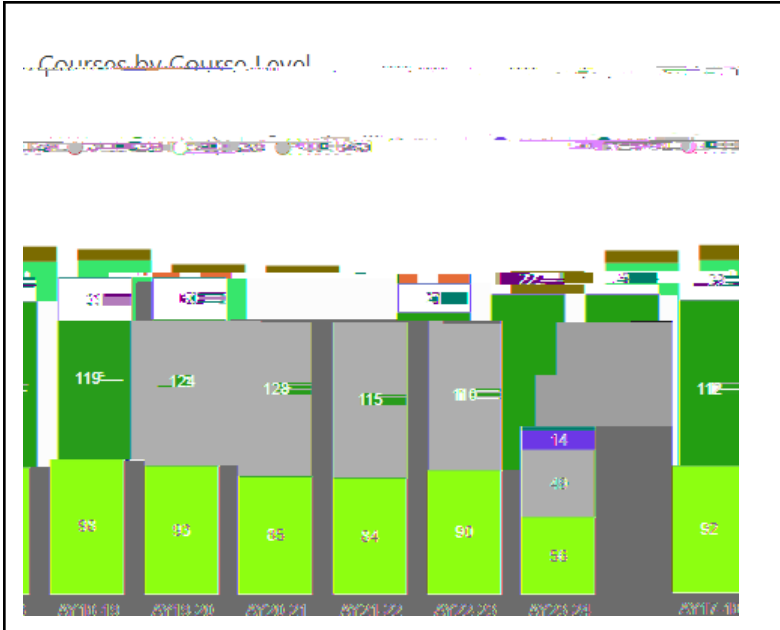


## Courses by Faculty School



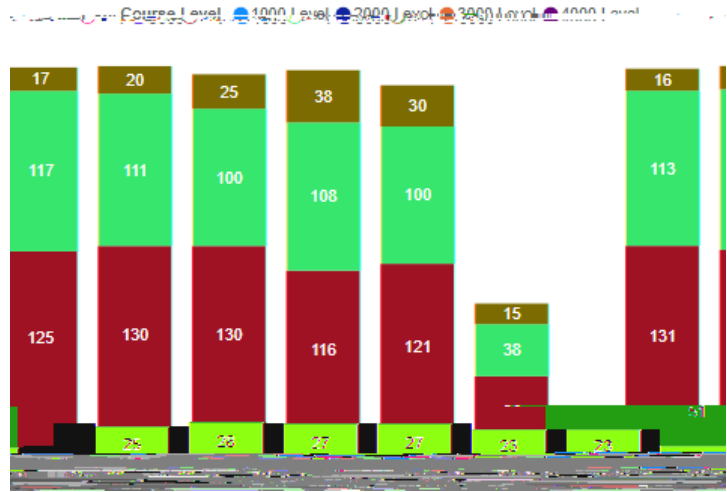
**I-International**

# Q1



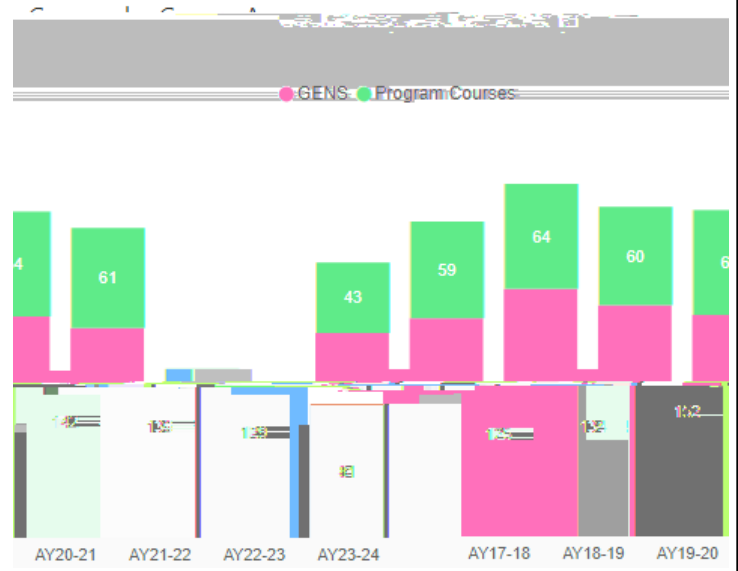
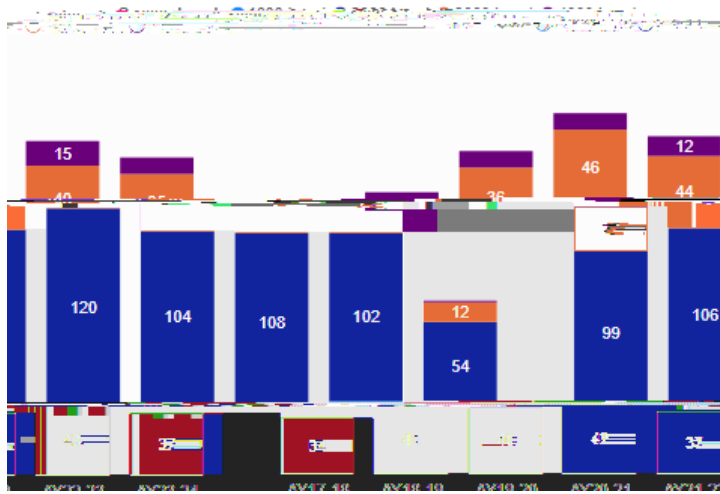
# Q2

Courses by Course Level

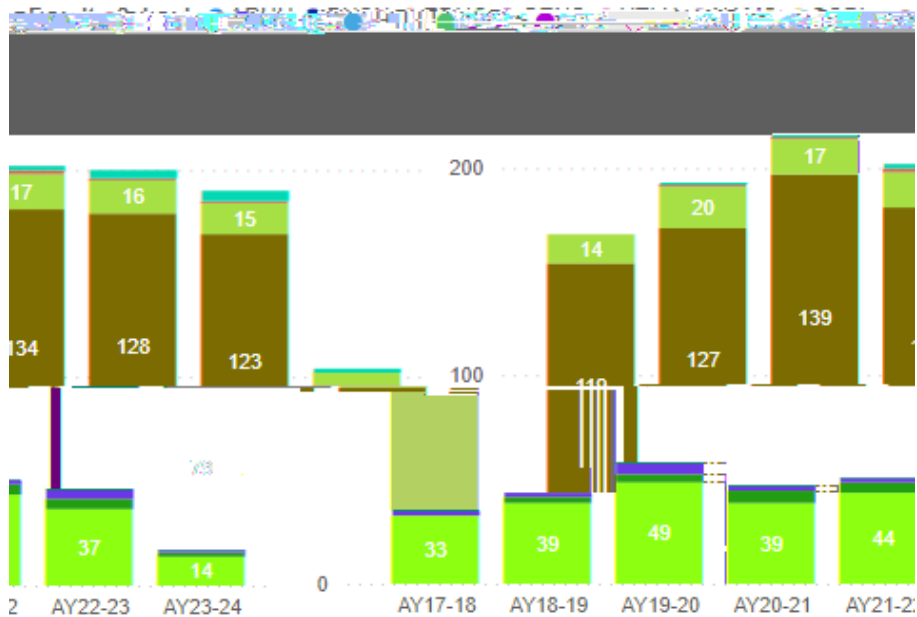


# W1

Courses by Course Level



Courses by Faculty School

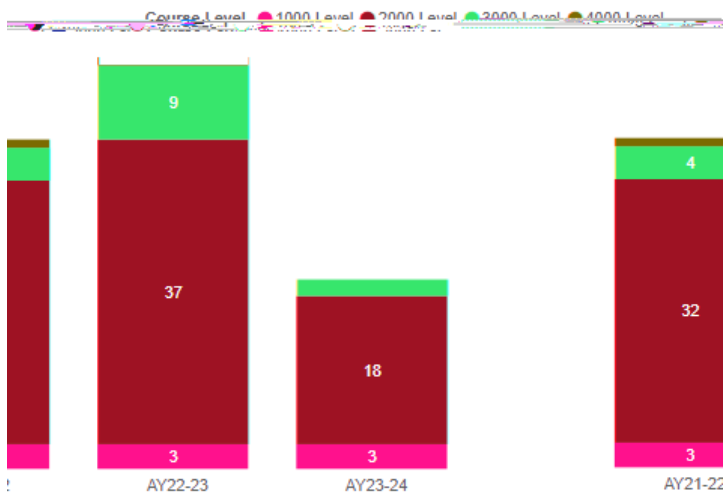


**W2**

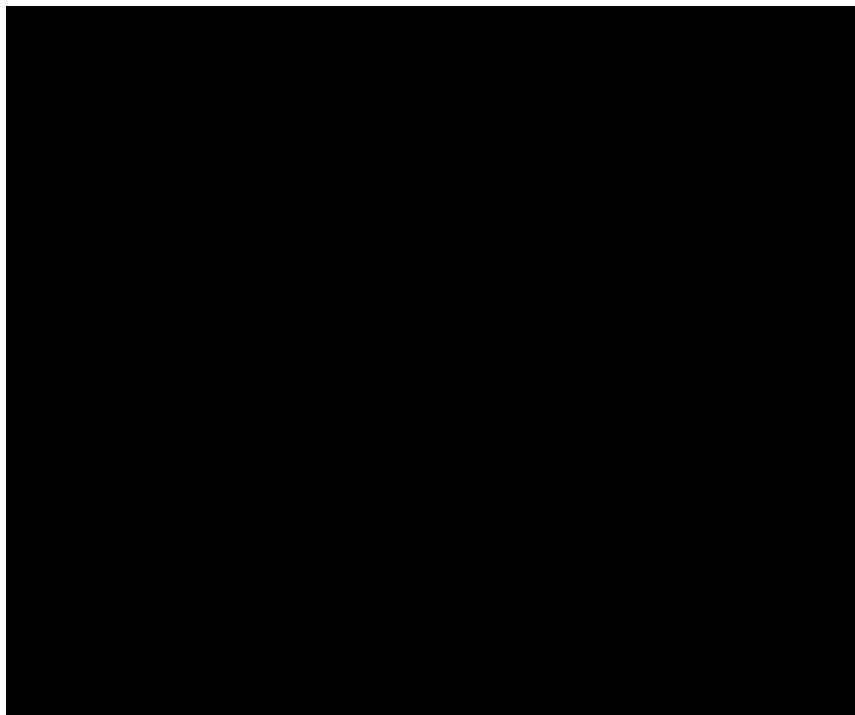
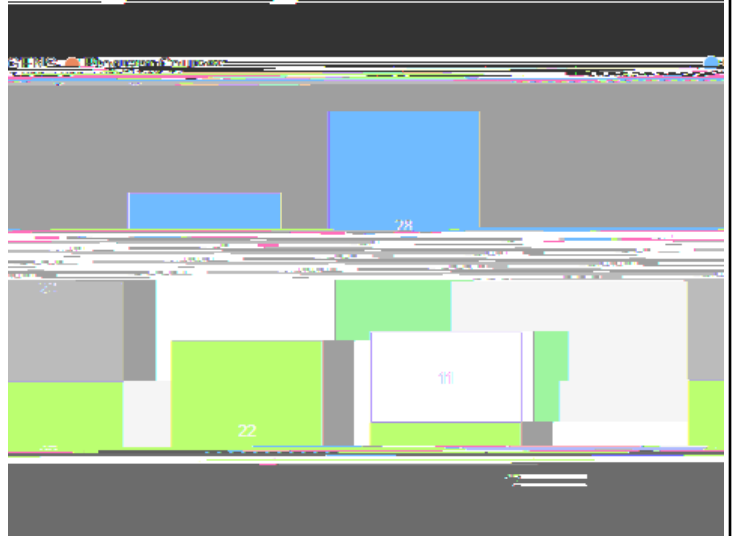



# R1

Courses by Course Level...

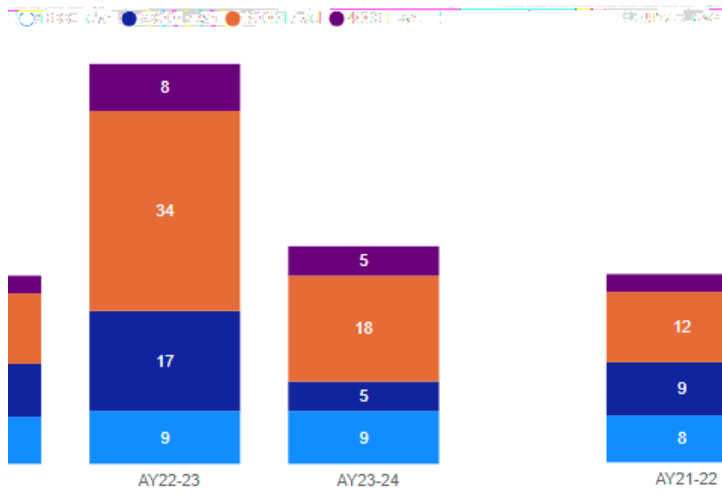


Courses by Course Acronym

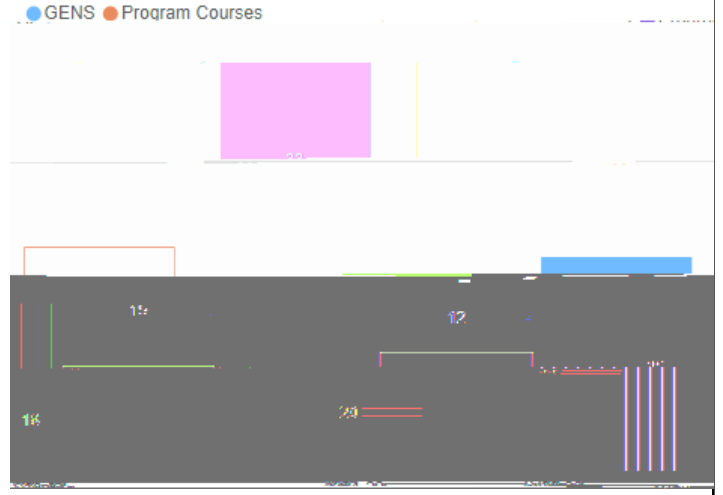


# R2

Courses by Course Level



Courses by Course Acronym



Courses by Faculty School

