GENERAL EDUCATION REFORM

Senate General Education Committee
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Key

AUR:	All University Requirement	ORCO:	Oral Communication
CEIK:	Civic Engagement & Intercultural Knowledge	QULI:	Quantitative Literacy
CTPS:	Critical Thinking	SLO:	Student Learning Outcome
ITL:	Information & Technological Literacy	WRCO:	Written Communication
NJCC:	NJ's Community Colleges		

1 INTRODUCTION

NJCU's current General Education (GE) program is a decentralized all-university program that comprises the All University Requirements (AUR), specific requirements in Math and English in which students build their quantitative and written communication skills, and a series of seminars in three Tiers. The final Tier, the Tier III Capstones, allow students to demonstrate a command of the skills they have been honing and the knowledge they have acquired. Additionally, every AUR, Tier 1 and Tier 2 course teaches two of the university-wide student learning outcomes (SLO):

Table 1: Current GE Requirements

Area	Credits	No of courses	Learning Outcome	No of courses
AUR - English[1]	8–12	2	CEIK	2
AUR - Math[2]	3–4	1	CTPS	2
Tier 1 Seminars	9	3	ITL	2
Tier 2 Seminars	12	4	ORCO	2
Tier 3 Seminar	3	1	QULI	2
			WRCO	2
Total	**35–40**	**11**		

In fall 2021, the GE Curriculum Committee (GECC), GE Committee on Assessment and Policy (GECAP), and subsequently GE Program Review Committee (GEPRC) began an extensive investigation of the program. That investigation has already led to important administrative changes, and all three committees have been merged into the new Senate GE Committee. Members of these groups attended the AAC&U 2022 Summer GE Institute and subsequently developed an action plan.[3] On foot of that action plan, we interviewed chairs, faculty, and advisors in summer and fall 2022.[4] We have communicated our work regularly to the Senate and piloted some changes described below.[5] As a result of this extensive work over the last twenty months, we are now proposing reforms to our current GE program for the following reasons:

1. To support strategic initiatives to boost transfer enrollment.

2. To ensure compliance with MSCHE Standard 3.5.

3. To improve students' education in each GE learning outcome.

4. To make it easier for students to understand the GE Program and its requirements.

5. To implement a recommendation from recent assessment of CEIK to divide it into its component parts.

We describe the changes and how they address 1–5 below. Before doing so, we wish to emphasize three things. First, we are proposing to build upon the current program rather than to replace it. Our reformed program remains committed to focusing each GE course on an assessable learning outcome. It remains committed to the principle that some learning outcomes can be effectively taught in many different disciplines. It remains committed to teaching students how to integrate the skills and knowledge they have acquired in GE to pursue some creative and/or research project suitable for a general audience. It retains the many wonderful unique GE courses that have been created since 2015. The reformed program makes it more likely we deliver on these commitments, and, at the same time, both improves students' experience in the program and supports critical initiatives to stabilize NJCU's enrollment.

Second, our proposal does not, and indeed should not, propose answers to all questions raised during our debates about GE reform. Some questions, like questions about how many courses can satisfy requirements from multiple programs, are not uniquely in our purview. Others, like questions about budgets and schedules, are not in our purview at all. For these questions, we respectfully defer to the Senate Executive Committee (SEC) to discuss; we have included these as a list of recommendations.[6] There

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[1]ENGL 101 and ENGL 102 (8 credits total), or ESL 101 and ESL 102 (12 credits total), or ESL 115 and ESL 116 (12 credits total)

[2]Course varies by major: MATH 114 (3 credits), MATH 140 (3 credits), MATH 164 (4 credits), or MATH 175 (4 credits)

[3]See attachment 1: 'NJCU GE Action Plan'.

[4]See, for instance, attachment 2: 'GE Program Review Faculty Forum Questions'.

[5]See, for instance, attachment 3: 'GE Program Review Committee' September report.

[6]See Section 5.

are, though, some questions that are in our purview to answer, and we encourage those interested in answering them to run for the GE Committee on May 8th.

Finally, we stress that <u>all</u> permanently approved GE courses at NJCU will retain their GE certification. <u>Some</u> courses will fulfill a different SLO requirement than they currently do if updated via the equivalency audit or if they currently satisfy those SLOs associated with the AURs.[7] But no course will be removed, and the majority will be minimally changed.

2   PROPOSED REFORM

Our proposal has two key elements. The first is to restructure our program into two separate parts, a Foundation and Capstone. The second is for NJCU's GE Foundation program to conform with the GE Foundation for New Jersey's Community Colleges (NJCC).The reformed program will be as follows:

Table 2: New GE Requirements from fall 2024

NJCU General Education Foundation	Credits	No of courses
Critical Thinking Embedded Throughout		
Quantitative Knowledge and Skills: MATH AUR[8]	3–4	1
Written Communication: ENGL AUR[9]	8–12	2
Oral Communication	3	1
Scientific Knowledge and Reasoning	3–4	1
Technological Competency and/or Information Literacy	3	1
Society and Human Behavior	3	1
Humanistic Perspectives	3	1
Historical Perspectives	3	1
Global and Cultural Awareness	3	1
Total	**32–38**	**10**
NJCU General Education Capstone		
Civic Engagement	3	1
Capstone Seminar	3	1
Total	**6**	**2**

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[7]See Section 4.

[8]Course varies by major: MATH 114 (3 credits), MATH 140 (3 credits), MATH 164 (4 credits), or MATH 175 (4 credits)

[9]ENGL 101 and ENGL 102 (8 credits total), or ESL 101 and ESL 102 (12 credits total), or ESL 115 and ESL 116 (12 credits total)

We are exploring student friendly ways to present these requirements. One possibility is to use the language of the AAC&U's Essential Learning Outcomes to group these requirements under three headings: Intellectual and Practical Skills, Knowledge of Human Cultures and the Natural World, and Integrative and Applied Learning.

If adopted, this reformed program will be required of all students entering NJCU from fall 2024. Students who began NJCU before fall 2024 can be migrated to the reformed program, and we will explore simple ways for students to self-migrate if they choose. Existing students who choose not to migrate will continue to follow the GE requirements in place upon their first semester of entry to NJCU, and they will continue to take the courses approved to satisfy those requirements.

2.1 GE Foundation Program

All 18 of NJ's community colleges must offer a GE program that conforms with the NJCC GE Foundation Program.[10] This standardized state-wide program consists in a minimum set of requirements and an approved list of courses for satisfying these requirements. Community colleges regularly go beyond these minimum requirements. For instance, Hudson County Community College (HCCC) requires 45 credits in GE coursework for an A.A. degree instead of the minimum of 33. Additionally, community colleges can elect to assign the unassigned credits in the A.S degree. For instance, HCCC requires students pursuing an A.S. degree to take a course in oral communication. While community college GE programs must meet, but can go beyond, the minimum requirements, they are regulated in what courses they can offer to meet these requirements: they can offer only those courses approved by the state-wide NJ Council of County Colleges, a set of courses published in the 'GE Uniform Course List'.[11]

The NJCC GE Foundation was created to facilitate the NJ state-wide transfer agreement, an agreement which ensures that students who complete an A.A. or an A.S. at any of NJ's eighteen community colleges can transfer to a four year institution without needing to complete any further lower-level GE requirements.[12] To implement this agreement, the community colleges developed, and the NJ President's Council approved, this standardized GE program that provides students the foundational knowledge they need to successfully complete a four year degree if they choose to transfer. Additionally, to facilitate the transfer process, the state created NJTransfer.org, a resource for students to compare how their coursework will transfer between institutions.[13]

We are proposing to separate out a Foundation within NJCU's GE Program that will conform with the NJCC GE Foundation Program. Conforming to that program requires us to adopt the NJCC Course Categories, Goal Categories, Course Criteria, and we are proposing to allow any course on the Unified Course List to satisfy NJCU's GE Foundation requirements. Since we do not offer associate degrees, we cannot conform perfectly to the various credit distributions required by associate degree type. So

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[10] See https://www.njccc.org/$_{files/ugd/8e3bb7_3ae734fd74b343ae9eadcff87bdf2533.pdf}$.

[11] See https://www.njccc.org/$_{files/ugd/8e3bb7_d4206d8ff06e4b83bc562b7b0a97b0b8.pdf}$.

[12] See https://www.state.nj.us/highereducation/PDFs/XferAgreementOct08.pdf.

[13] See https://www.njtransfer.org.

we are instead proposing a credit distribution that will make it likely that transfer students without an earned A.A. or A.S. degree will be able to use many, if not all, of the GE courses they took at a community college to satisfy NJCU's GE requirements. If adopted, NJCU's General Education Foundation would conform with the NJCC GE Foundation, but with the following important clarifications:

- The NJCC Course Criteria will be interpreted and applied using the NJCC GE Learning Goals and Unified Course List.[14]

- In the NJCC program, Oral and Written communication are one fused goal category while NJCU's Foundation will separate both out. This is a minor change in presentation to make clear that Oral Communication courses cannot be used to satisfy NJCU's English Composition AUR.

- The NJCC program has two integrated course goals, Information Literacy, and Ethical Reasoning and Action. This is interpreted differently by different community colleges, and it is difficult to mirror all these various interpretations. Given NJCU's existing ITL outcome, and given the fact that the state allows Information Literacy in place of Technological Competency in the Unified Course List, NJCU will place Information Literacy in the Technological Competency goal. Students will be able to satisfy this requirement by taking approved unique ITL courses at NJCU or any course on the Unified Course List approved for this goal. We will likely make further recommendations for this area upon assessing ITL signature assignments collected from fall 2022; assessment was delayed pending the restructuring of the GE committees.

- None of NJCU's current GE requirements are similar to the Integrated Ethics learning goal, and we will defer our investigation on how to integrate it within the GE Program until AY23–24.

- Any course on the Unified Course List offered at NJCU will satisfy the same requirement as in the NJCC GE Foundation. Any course certified for satisfying either one of two requirements in the NJCC GE Foundation will be certified at NJCU for only one requirement.[15] This decision can be revisited if/when it becomes technically possible within the constraints of our current degree auditing and scheduling software.

- Additions to the NJCC GE Foundation will automatically be added to NJCU's GE Foundation, and any course removed will be assessed for removal by the General Education Committee.

- Existing unique GE course at NJCU may be certified as satisfying one GE Foundation requirement. Unless they are updated via an equivalency audit, and unless they currently satisfy those SLOs exhausted by the AURs, they will satisfy one of those SLO requirements they are currently approved for. Any changes will be made via the processes described in Section 4, and we emphasize again that those

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[14]See Section 4.
[15]See Section 4.

processes are designed to ensure that **all currently approved GE courses remain GE courses in the reformed program with minimal changes to the majority.**

Our proposal to accept any course certified by the state to satisfy our GE Foundation requirements will make NJCU one of the most transfer friendly institutions in NJ, and we are confident that this Foundation Program will serve students well. The NJ Transfer Law currently requires us to waive GE requirements of any student with an earned A.A or A.S. This means that many current students at NJCU **have already taken the NJCC certified GE courses**. They are pursuing their majors alongside students required to take NJCU's current GE program. If the NJCC GE Foundation served them poorly, we would expect these students to struggle at NJCU. The data does not show this. Instead, the graduation rates overall for transfer students at NJCU are better than some of our peers and on a par with some others.

4 year Graduation Rates for Transfer Students
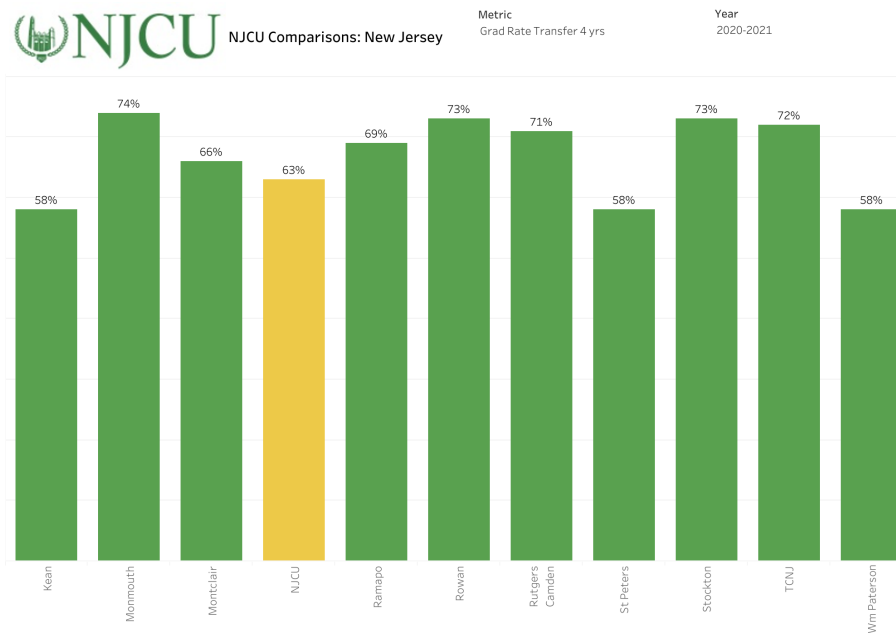
While this graph does not separate out those transfer students who entered NJCU with an A.A. or A.S. from those without, since students with an earned degree represent a significant percentage of the total transfer student population, we are confident in our claim that students who have taken the GE courses in the NJCC GE Foundation have been well prepared by them. Our reform extends the option for students without an earned A.A or A.S. to use courses on the Unified Course List to satisfy NJCU's GE requirements, which effectively extends a right already enjoyed by those with an earned A.A. and A.S. degree to those without.

2.2 General Education Capstone

We remain committed to teaching students how to integrate the knowledge and skills they have acquired throughout the program in a creative or research endeavor. And we remain committed to teaching students the combination of knowledge, skills, values, and motivation needed to make a positive difference in the life of a community. Not only do we retain these commitments, but we are using these reforms to emphasize what has been the core vision of our program since 2015: to teach students how to integrate and apply a variety of skills and knowledge towards one single end, whether that end is a research, creative, or civic project. We are using more building blocks to achieve this vision by allowing courses from the NJCC GE Foundation into our Foundation, but this is a doubling down on the vision rather than a retreat from it.

To that end, the revised program will have a Capstone Program distinct from the Foundation and not aligned with the state-wide program. It comprises two courses, the Capstone Seminar (300 level), which are currently called Tier 3 Capstones, and a Civic Engagement course (any level).[16] Since students choose which SLO to pursue in the Capstone Seminar, it has been difficult to include it in regular GE programmatic assessment. To address this, these courses will be assigned an Integrative Learning Outcome from fall 2024 and regularly assessed. This is fully consistent with the content of existing Tier 3 Capstone Seminars, which are essentially integrative: they teach students to deploy the knowledge and skills they have acquired throughout the program on some self-chosen research or creative project. While we are not proposing changes to the Capstone Seminars, we must reset their prerequisites and co-requisites since those are currently programmed in our degree audit software as Tiers. We will consult with department chairs and advisors on how to do this throughout AY23–24.

This Capstone Program, both the Civic Engagement course and Capstone Seminar, will **not be required for students who have earned 60 or more credits at their prior institutions.** While we encourage students to take these valuable courses, the NJ Transfer Law requires us to waive A.A. and A.S. students of all lower-level GE requirements. By phrasing our waiver as one that applies to any student with 60 or more earned credits from their prior institutions, we are extending and correcting a limitation of NJ's Transfer Law. Students who have yet to complete their A.A. or A.S. degrees, or have completed a different degree like an A.A.S. degree, must satisfy the GE requirements of whatever four year institution they transfer into. This is feasible only if their prior coursework satisfies their new institution's GE requirements. This can confuse and frustrate students. In the revised program, all transfer students with 60 or more credits, regardless of whether they earned an A.A. or A.S., are only required to take a GE program that they can complete at at a community college. Some students will satisfy the requirements for this program with their coursework from previous institutions. Others will complete some remaining requirements with courses they take at NJCU.

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[16]See Section 3

2.3 All University Requirements

NJCU's current GE Program includes the only approved AURs at NJCU. Our reform does not change the existing AURs within GE. New and modified AURs within GE can be proposed through the normal process for changing and creating GE courses; creating AURs outside GE follows a different approval path.[17]

While we are not proposing changes to the AURs, we will investigate simpler ways to present the overall GE requirements to students. While there are particular policies that govern the AURs, students might find it easier if we presented these courses as simply 'Required GE Courses' rather than 'AURs within the GE Program'. We are also recommending to the SEC to investigate the current *presentation* of the undergraduate requirements, which comprise Orientation to College, Academic Foundations, GE (AUR and non-AUR), major, and 120 credits. There is likely a simpler way to present these myriad of requirements to students.

2.4 Existing MOAs, Articulation Agreements, etc.

The proposed reform does not supplant or anyway alter existing MOAs or Articulation Agreements that involve a modification of any GE requirements or modification in the courses students may use to satisfy these requirements.

3 WHY REFORM? WHY NOW?

GE reform is difficult, can have unintended consequences, and requires significant time and energy to implement. NJCU spent five years developing a program that was first implemented in fall 2015 for non-transfer students and fall 2016 for transfer students. Those developing the program did so with care. They attended national workshops and conferences, consulted students and faculty, and we applaud their dedication and expertise. Faculty, in turn, were provided release time to create a whole new suite of courses, **courses that will be retained in the reformed program.** After discovering that students were not receiving an even education in each learning outcome, the program requirements were changed; we sunset what were called Modes of Inquiry in favor of the SLOs. NJCU is reasonably exhausted by GE reform, and we do not introduce these reforms lightly. Indeed, these reforms are urgently needed to help NJCU's recovery. If adopted in May 2023, they will support crucial transfer initiatives that should pay dividends from at least fall 2024. But we want to emphasize again that we began these efforts in fall 2021 upon discovery that transfer students were receiving little GE credit after the requirements were revised. The reform represents the collective work of dozens of faculty, students, and staff over the last twenty months.

3.1 Reason 1: Supporting Transfer Initiatives

NJCU is refocusing on its role as an MSI and HSI. It is refocusing on its mission to provide high quality education with those of little means. That refocus must involve supporting community college transfer students, students who see community college

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[17] See NJCU Guidelines for Proposing or Revising a AUR requirement outside GE.

as the most affordable route to a four year degree. The NJ College Promise now provides the tools for low incomes students to earn these degrees tuition free. It comprises the Community College Opportunity Grant, which first pays for students to attend a community college, and the Garden State Guarantee, which pays for students' third and fourth year at a four year institution. Our mission requires us to serve these low income students, and we can only do that by honoring their prior coursework. We are proposing reforms that will create the smoothest transfer pathway possible without compromising the integrity of our curriculum. Refocusing on transfers is also key to stabilizing enrollment and NJCU's finances, and we solicited examples of transfer initiatives whose success partly rests on these proposed reforms.

Hudson County Community College - CONNECT

Modeled after the successful ADVANCE program, a collaboration of Northern Virginia Community College (NOVA) and George Mason University (GMU), Hudson County Community College (HCCC) and NJCU are working to launch the CONNECT program, a program that will provide a seamless student experience from the time a CONNECT student applies at HCCC through his/her/their graduation from NJCU. The plan is the product of the Aspen/AASCU Transfer Intensive, and its draft vision is as follows:

> We will build highly visible, inclusive, and barrier-free transfer pathways leading students and their families from high school through our institutions, fully supported with equitable mentoring, advisement, high impact practices, and seamless program pathways. Together, we will create a singular student experience focused on the wholistic needs of students, removing equity gaps, and promoting students' goal and credential attainment. Through these transformative educational opportunities, we will contribute to an increasingly skilled workforce and our shared communities' quality of life (DRAFT).

While the program is pending final approval from the presidents of both institutions, work is well under way. Chairs are auditing course equivalencies and correcting degree maps in NJTransfer.org. But this GE reform is essential for its success, especially as it will allow a smooth transfer pathway for students who do not earn an A.A. or A.S. at HCCC.

Ft. Monmouth: Central New Jersey Education and Workforce Development Hub

> NJCU is in the concept stage of positioning its Ft. Monmouth campus and the academic portfolio there as a Central New Jersey Education and Workforce Development Hub. As such, conversations are being conducted institution to institution with key leadership from Brookdale Community College (Monmouth County), Mercer County Community College, Middlesex College, and Ocean County College to discuss forging a coalition that would provide for clear and seamless transfers from those institutions to NJCU for degree completion. Subsequent phases can address student

certificate options, and future graduate programs as well as workforce development and non-credit professional development for their students in the region, as well as their staff and employees.

Academic programs offered would be in alignment with the community college partners' programs that they consider most viable in the partnership (including, but not limited to new K-6 Undergraduate Education program with paid internship option). Furthermore, the unit housing our non-credit offerings, Professional Education and Lifelong Learning (PELL)—will become the Office of Adult and Continuing Education in a re-structure, re-brand and re-imagination of the program. Workforce and Professional Development is a key component of this unit and will be positioned to mirror its offerings from Jersey City to Monmouth County as well.

Absolutely crucial to transfer is common language about general education courses and the acceptance of credits from A.A. degrees, A.S. degrees, and A.A.S. degrees. Matching more closely to the NJ Transfer language and adopting the general education guidelines accepted and used by all community colleges in the state is potentially game changing for articulations that are meaningful and differentiated from our sister schools. This is the cornerstone piece of the proposed Education Hub concept. (*Dr. Wanda L. Rutledge, Interim Dean, Graduate Studies and Adult Learning.*)

Some College, No Degree Initiative

NJCU is one 17 institutions participating in NJ's new partnership with ReUp Education. OSHE describes this partnership in a recent press release as follows:

> Today the Office of the Secretary of Higher Education (OSHE) is announcing an innovative partnership with ReUp Education and seventeen of New Jersey's higher education institutions to provide outreach and coaching to adult learners who stopped out of college and need support to re-enroll. Over 750,000 New Jersey residents have some college credit, but no degree and this partnership would complement efforts toward the State's attainment goal of 65 percent of working age New Jerseyans with a high-quality credential by 2025.[18]

NJ is keen to help adult learners to complete the degrees they started often years ago, and Gov. Murphy has proposed dedicated funding to support this initiative. If NJCU is to actively play its part in serving degree completers, then it must be able to award credits to those students' prior coursework. Our proposed reform allows all NJCC GE courses count towards NJCU's GE requirements. And since many of these courses are standard courses in GE programs at four year institutions, we will also be able to award GE credits to many courses students have taken at other four year institutions. Without this proposed GE reform, NJCU will not be an attractive institution for degree completers. In addition to GE reform, we are recommending to SEC that

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[18]shorturl.at/hoAR8.

NJCU develop an appropriate degree completer degree to ensure our success in this initiative, e.g., B.A. in Liberal Studies, or General Studies, or Interdisciplinary Studies, etc.[19]

Other Educational Partnerships

> In February 2023, Dr. Strawberry Gallagher was hired as the new Assistant Director of Educational Partnerships under the Title III HSI-STEM and Articulation Grant and Biology Department. She is responsible for developing partnerships with local community colleges and high schools as well as creating and updating transfer guides and agreement documents, primarily focusing on STEM programs.
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> In her short time here, Dr. Gallagher has established partnerships with both high schools and community colleges. Some of the high schools include Union Catholic and Gramon Family Schools. Some of the community colleges include various STEM and Social Science programs at Essex County College, Hudson County Community College, Middlesex College, and Passaic County Community College. Dr. Gallagher is also maintaining and working on articulation agreements and dual admission documents as well as updating ongoing agreements and course maps.
>
> Some of her long-term goals include the execution of Dual-Admissions agreements with community college partners and six dual-enrollment agreements with nearby high schools, expanding resources for transfer students to help support the admissions and enrollment processes, and expanding physical and digital libraries of the polices, agreements and current practice. (Strawberry Gallagher, Assistant Director for Educational Partnerships)

The proposed GE reform will be key to dual enrollment programs with high schools. Students are uncertain of their majors at such a young age, and we believe that they and their families will value highly transferable GE courses, which many of our GE courses will become in the reformed program.

Why must GE be reformed to support transfer initiatives?

NJCU's current GE Program significantly diverges from the NJCC GE Foundation. Few of NJCU's unique GE courses are offered in the NJCC Foundation, and most GE courses in the NJCC GE Foundation are not approved to satisfy GE requirements at NJCU. In other words, we accept few of their GE courses for GE credit and they offer few of our GE courses. The mismatch rests on two key issues. First, the NJCC GE Foundation includes standard introduction and survey courses while NJCU's does not. Second, the SLO requirements do not perfectly overlap between the two programs.

These difference reflects a difference in mission. NJCU's GE Program aims to teach students how to integrate and apply knowledge and skills from many disciplines. It does

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[19]Dr. Scott O'Connor (GE Director, and Hist. Phil. Rel.) and Dr. Jacqueline Ellis (WGST) began a preliminary draft proposal and will complete it once NJCU is able to launch new programs.

Table 3: Current SLO Requirements Compared

NJ CC GE Foundation SLOs	NJCU's GE SLOs
Written & Oral Communication	Written Communication Oral Communication
Quantitative Knowledge & Skills	Quantitative Literacy
Technological Competency	Technological Competency & Information Literacy
Scientific Know. & Reasoning	N/A
Society & Human Behavior	N/A
Humanistic Perspective	N/A
Historical Perspective	N/A
Global & Cultural Awareness	Civc Engagement & Intercultural Knowledge
N/A	Capstone

not include many standard introduction and survey courses. In contrast, the NJCC GE Foundation includes these courses as part of its aim to provide students the foundational knowledge they need to successfully complete a four year degree upon transfer. This mis-alignment creates barriers for those transfer students who have yet to earn an A.A. or A.S. degree. Using NJTransfer.org, some students might be sufficiently discouraged by these barriers from applying. Others who do apply and attend NJCU may take longer to graduate than perhaps is necessary.

One might reasonably ask why the misalignment poses barrier. A course taken at a different institution can be used to satisfy a programmatic requirement at NJCU only if that course is directly equivalent to a course at NJCU, or a discipline specific XX course, and that course at NJCU satisfies some programmatic requirement. Two difficulties can arise. First, a course at the prior institution might not have any direct equivalency. Second, even if it has an equivalency, the directly equivalent course at NJCU might not satisfy a relevant requirement. In short, to award NJCU GE credit, we must find direct equivalences between the courses a student took elsewhere and courses at NJCU that satisfy GE requirements. But we struggle to do this as few of our approved GE courses are offered in the NJCC GE Foundation.

Attempted Solutions

Transfer students did not follow the 2015 requirements until a solution was created to award GE credit for their prior coursework. This solution involved a modified version of one of NJCU's old general studies programs (3GS) and various new discipline specific XX courses, e.g., BIO 1XX. The 3GS program includes a set of courses, different

from those approved for the subsequent 2015 GE Program, that have direct equivalencies to the NJCC GE courses; the 3GS course includes traditional introduction and survey courses. Chairs attributed to these courses a Mode of Inquiry and Tier, which subsequently allowed those 3GS courses appear on a transfer student's transfer evaluation as satisfying NJCU's GE requirements. The XX courses were similarly provided Tier and Mode attributes, and, when courses in the NJCC GE Program had no direct equivalency to a course at NJCU, those discipline specific XX courses could be used to satisfy NJCU's GE requirements.

This fix was destabilized when NJCU recharacterized the GE requirements in terms of SLOs instead of Modes of Inquiry: only approved GE courses had associated SLOs, and chairs had not supplied SLOs to the courses on the 3GS substitution list when trying to facilitate the transfer process. As such, new transfer students in fall 2021 were unable to receive GE credit for much of the GE coursework they completed at previous institutions. To address this, department chairs were asked to assign SLOs to courses at NJCU that are directly equivalent to courses in the NJCC GE Foundation, and this has temporarily allowed us to award GE credit to transfer students' prior GE coursework.

These solutions are inadequate and unsustainable. First, they are difficult to communicate to prospective transfer students. We do not list the separate suite of courses that transfer students, but not non-transfer students, can use towards GE requirements on our website, and NJTransfer.org has consistently struggled to accurately display them.

Second, these courses have not been assigned Modes, Tiers, and SLOs through our normal curricular processes for creating and changing courses. This raises issues concerning academic standards. For example, in the most recent update, a chairperson was entitled to assign an ORCO outcome to an existing NJCU course to facilitate transfer evaluations. While students cannot take that course at NJCU to satisfy the ORCO requirement, a transfer student who has taken it elsewhere can use it to satisfy our ORCO requirement. But there are no curricular checks on whether that course really teaches ORCO at the other institution. Our proposed reform addresses this core issue by using the rigorous assessment conducted by the state-wide NJ Council of Community Colleges. That Council has verified that those courses are teaching certain learning outcomes, and that certification will be used to identify the SLO requirement the course satisfies at NJCU.

Third, attaching SLO and Tier attributes to courses only if they are taken at other institutions creates many inconsistencies on degree audits, and, generally, creates confusion amongst advisors and students. These inconsistencies and confusion are only remedied through what has become an unsustainable number of individual substitution and waiver requests; there have been 254 requests using a Qualtrics form between 9/1/21-4/10/23. This does not represent those requests submitted using an older paper form, and neither does it represent the myriad issues communicated to the GE Director and Registrar's Office via email. Our reform attaches the same GE attributes to courses regardless of where they are taken, and it will greatly reduce the technical difficulties with our current program and confusion amongst students.

Finally, and most dramatically, these courses satisfy NJCU's GE requirements when taken outside of NJCU, but they do not satisfy them when taken at NJCU. There is no sound pedagogical basis for this. If courses are sufficient to satisfy NJCU's GE re-

quirements when taken outside NJCU, they should be sufficient for satisfying the same requirements when taken at NJCU. Our proposal ends this disparity between transfer and non-transfer students by creating a uniform GE Foundation program for both. It also does so well in advance of the current fall 2024 sunset of the solutions just described.

Concluding Transfer Remarks

Our proposed reform is a balanced proposal that does three things. First, it supports NJCU's transfer initiatives within several months of approval; it will help stabilize enrollment from fall 2024. Second, it incorporates the community college GE courses as building blocks to support the current vision and goals of NJCU's GE program without removing unique GE courses. Third, it creates a uniform GE program for both transfer and non-transfer students alike, a program that will be much easier to explain to prospective students and program into NJTransfer.org, degree audits, etc.

3.2   Reason 2: Ensuring compliance with MSCHE III.3

MSCHE III.5 states the following:

> 5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
>
> a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
>
> b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;[20]

The reformed program complies with this standard. By reintroducing a science requirement, we will address that current lacuna in our program. The remaining outcomes in 5.b are explicitly covered. By dividing CEIK into separate Civic Engagement and Global and Cultural knowledge learning outcomes (see below), we will clearly offer a program that teaches cultural and global awareness as well as cultural sensitivity. Finally, it is unlikely that departments will, as they currently do, propose courses in every single SLO requirement. As such, students will take at least some GE courses outside their academic field, thus, ensuring our program complies with the requirement in 5.a that GE Programs prepare students to make well-reasoned judgments outside their academic field.

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[20]https://www.msche.org/standards/.

3.3   Reason 3: Improving Student Learning

In the reformed program, requirements are articulated entirely in terms of SLOs, and students are required to take one course per SLO (apart from WRCO). In this model, students can use a course to satisfy only one SLO requirement, which is a change from our current program that allows courses to satisfy two SLO requirements simultaneously. This is for the following reasons.

First, while some courses may admirably focus on many outcomes equally, recent assessment suggests that many courses are focusing more on one associated outcome than the other, e.g., a course with ITL and ORCO as their associated outcomes may focus more on ITL than ORCO, or vice versa.[21] As a result, students may miss out entirely on some outcomes. Suppose, for instance, a student takes two courses with ITL and ORCO as their associated outcomes. Suppose also that each course heavily focuses on ITL and very little on ORCO. While that student may, on paper, have taken two ORCO courses, they may have made little progress on the ORCO outcome. By making one GE outcome alone the *GE* focus of the course, there is less risk that students will miss advancing on some outcome. This is the recommendation of the most recent assessment report, and implementing it discharges our responsibility to MSCHE to use assessment results to improve education effectiveness.[22]

Second, as part of preliminary work on a GE self-study, the representatives from the GE Committees interviewed chairs about GE during summer 2022. One recurring theme concerned the difficulty in hiring and training instructors to teach GE courses with learning outcomes far removed from those traditionally associated with a particular discipline or inter-discipline, e.g., it is easier to hire an instructor to teach ethics than to hire an instructor who can teach both ORCO and ITL in an ethics course. Interviews with faculty revealed similar difficulties. Many who taught courses they had not designed reported little intentional mentoring and instruction in teaching the two associated SLOs of the newly assigned course.

The revised program remains committed to the principle that students can progress on GE SLOs in disciplines not normally associated with those SLOs, e.g., a student really can learn to orally communicate in a well crafted course in biology. But we think we can address the concerns raised by faculty and chairs if we focus each course on just one GE SLO. Faculty will be asked to design their syllabi to really ensure students advance on the single GE SLO associated with that course (in addition to any other discipline or interdisciplinary non-GE SLO.)

Third, focusing each GE course on just one outcome and embedding critical thinking throughout will improve the current distribution of SLOs. Of the approved 178 courses, nearly 100 have have CTPS as one of their associated SLOs and many more have WRCO as one of their outcomes.[23] Given that students satisfy both the WRCO and CTPS outcome in the required English courses, students do not currently take non-AUR courses to satisfy these SLO requirements. In the revised program, non-AUR courses will focus on one of those outcomes not focused on in the AURs. Thus, students will use the non-AUR courses to advance on a greater variety of SLOs.

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[21]See attachment 4, 'GE Assessment Spring 2022'.

[22]See MSCHE 5.3 https://www.msche.org/standards/.

[23]See attachment 5, 'GE Courses by Requirements'.

Fourth, students deserve an easy program to understand. To understand a program, they need to understand how their learning in each course fits within the overall goals of the program. By focusing each GE course on one GE outcome, it will be much easier to do this. Consider again ORCO. We will now be able to tell a student that their focus in an ORCO course is to become a skilled oral communicator, and so we will find it easier to explain how that course fits within their overall GE experience. Of course, GE outcomes do not exhaust what a course teaches. Courses will continue to teach disciplinary and interdisciplinary content and a variety of skills, but, in addition to all these things, students will now know the one GE outcome the course is guaranteed to teach them.

Finally, the revised program requires students to take just one course in each outcome, apart from WRCO. This will ensure sufficient capacity to provide students one high quality course that has that outcome as its focus.

A Note on Interdisciplinary Courses

NJCU's GE program is rightfully lauded for its interdisciplinary focus, and the GE Committee had spirited conversations about how to preserve that focus within the reformed program. Our proposal for each GE Course to teach one GE SLO is perfectly consistent with the current role of interdisciplinary studies within GE. Note first that our GE program has no interdisciplinary SLO. No SLO refers to perspective taking, integrating modes of thinking from multiple disciplines, producing interdisciplinary understanding of a complex problem, etc. Additionally, there is no explicit requirement in the course approval process for a GE course to be interdisciplinary. Our current program includes many excellent interdisciplinary courses that satisfy two SLO requirements, but that is not what makes them interdisciplinary. A disciplinary course in biology can be offered to teach ORCO and ITL. So too can an interdisciplinary course from WGST. Teaching ITL and ORCO is not sufficient for a course to be interdisciplinary.

In the reformed program, our excellent interdisciplinary courses will be retained. In addition, some interdisciplinary courses will be added if they have equivalencies in the Unified Course List. That list includes courses from, for instance, Interdisciplinary Humanities. If any of those courses are offered at NJCU and are not currently certified for the GE program, they will become certified in this reform. Finally, our proposal assigns an Integrative Learning Outcome to the Capstone Seminars, and those seminars will become part of our regular programmatic assessment. This cements an interdisciplinary SLO in our program for the very first time, and it effectively commits the values of interdisciplinary studies as one of the culminating goals of the program.

We recognize, though, the NJCC GE Course Criteria may seem inconsistent with interdisciplinary studies. We explain why this is not the case in section 4.

3.4   Reason 4: Making Requirements Easier to Understand and Follow

Our reform flattens the GE requirements by articulating them entirely in terms of SLOs. As such, we are eliminating the Tier 1 and Tier 2 requirements but retaining the Tier 3 Capstone seminar as simply the Capstone Seminar. While this may appear a significant

change, we believe that Tier requirements have not achieved their purpose. Tiers are currently defined as follows:

> Tier 1 Seminars (designated as 100 level courses) comprise the first encounter with college level work in concert with the composition and math courses. Each seminar addresses a topic that serves as a context in which students develop at least two of the University-wide student learning goals. The topical nature of the seminars provides an opportunity for a meaningful introduction to the student learning outcomes. Tier 2 Seminars (designated as 200 level courses) build on the introductory work of Tier 1. Each of these seminars focuses on a topic or theme and gives students more in depth work in which they continue to develop and reinforce skills in at least two of the University-wide student learning goals. Tier 3 Capstones (designated as 300 level courses) are the culmination of General Education at NJCU. In the Capstones, students work individually or with peers to design, develop, complete, and present research or creative projects. Each Capstone provides a hands-on experience in which students showcase their command of the skills they have been honing and the knowledge they have acquired in Tiers 1 and 2. The Capstones also provide an opportunity for students to integrate their work in General Education with early work in the major.[24]

We clearly intend students to develop ever increasing proficiency in the SLOs as they advance through the program, and our assessment model predicts different performance indicators at different Tiers. However, we have never implemented the Tiers in a way that teaches students to develop ever increasing proficiency in each SLO.

First, we do not ensure that students take courses in each SLO at each Tier. For instance, a student may satisfy the ITL requirements by taking two Tier 1 courses in the ITL outcome. Students may also satisfy, say, two ORCO requirements by taking two Tier 2 courses in this outcome, which means students may enter Tier 2 ORCO courses without first having gained Tier 1 proficiency in this outcome.

Second, we have no curricular or scheduling policies to ensure that students complete their Tier 1 coursework before completing their Tier 2 coursework. A first-year student might as easily be enrolled in a Tier 2 course in their first semester as enrolled in a Tier 1 course. Indeed, a student could easily take all their Tier 2 courses before taking any Tier 1 courses.

Third, while our assessment model predicts different performance indicators at different Tiers, our course approval process does not interrogate courses as to whether they are teaching the SLOs at a level appropriate to their Tier. Indeed, we do not explicitly require any instruction in the SLOs at all, and the course approval process requires only that the signature assignment be designed to allow students demonstrate their progress on a particular SLO; we do not require that it be appropriate to a Tier specific performance indicator.

Fourth, NJTransfer.org has struggled to program and display our GE requirements when articulated along two dimensions. According to Thea Olsen, the Executive Di-

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[24]See https://www.njcu.edu/doc/senate-approval-2021-gecap-motions-and-report.

rector of NJTransfer.org, this is not easy to address within the constraints of the current site. The result is that students using that website to research how their GE credits will transfer to NJCU find inaccurate information about how their prior coursework will satisfy NJCU's GE requirements.

Finally, students often struggle to attend to both their Tier and SLO outcomes, and they can easily satisfy one set of requirements without satisfying the other. For instance, a student might take three Tier 1 and four Tier 2 courses without taking a course in ORCO. Alternatively, by selecting courses with the right combination of SLOs, a student might have taken two courses in each SLO after completing the AURs and four Tier 2 courses, leaving them with an additional three Tier 1 courses to take (plus the Capstone).

In conclusion, the difficulties that students have following our current requirements are pedagogically unjustified, and we will only improve students' experience in the program by abolishing the Tiers. That is precisely what our reform calls for. Students must satisfy a number of SLO requirements, and they will be provided a list of courses they can take to satisfy them. However, a quality GE program should allow students develop over time, and it should not be populated merely by introductory courses. While we propose abolishing the Tier requirement, we are recommending to the SEC that NJCU develop much better policies to ensure that 200 level courses build upon 100 level courses.

3.5 Reason 5: Civic Engagement & Intercultural Knowledge

We describe this SLO to students in our catalog as follows:

> **Students will practice responsible citizenship in a culturally complex world.**
>
> Success beyond the university requires that you learn how to work collaboratively and to act ethically with others. All of us need to consider how our knowledge and actions shape our personal and professional relationships, our local and global communities, as well as the environment and the world around us. Practicing responsible citizenship, then, is not simply voting or showing up for jury duty. It is a commitment to participate in the life of the community. Our program encourages you to connect what you learn in the classroom to your life outside the classroom through a curriculum that both brings the community into the classroom and takes the classroom into the community. It provides opportunities for you to engage and explore our incredibly rich and diverse urban environment.

This SLO was assessed in spring 2022, and, on the basis of that assessment, GECAP recommended splitting the SLO into its two constituent parts.[25] Our proposal does just that with two changes. First, to align with the NJCC GE Foundation, we are using 'Global and Cultural Awareness' instead of 'Intercultural Knowledge'; the content of the learning goals are equivalent. Second, every course approved as a Community Engaged

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[25] See attachment 4, 'GE Assessment Spring 2022'.

Learning (CEL) course will automatically be certified as a Civic Engagement course. CEL courses have been intentionally designed to teach Civic Engagement through the Faculty Fellows program, and recent assessment shows that CEL courses are effective in teaching students Civic Engagement.[26]

4 IMPLEMENTATION

4.1 NJCC Course Criteria

Conforming to the NJCC GE Foundation requires adopting the NJCC GE Foundation Course Criteria. In isolation, these Criteria are easily misunderstood, and we will interpret and apply them in a way that is consistent with the Unified Course List, NJCC GE Learning Goals, and currently approved unique GE courses.

For example, the Course Criterion for Social and Human Behavior states, "[a]ny introductory course(s) from among anthropology, economics, geography, political science, psychology, or sociology." This may seem to restrict this category to discipline specific courses in psychology, sociology, etc. That is not how it should be read. **In the Unified Course List, some courses listed under 'Sociology' are, in fact, interdisciplinary courses offered in Women's & Gender Studies. The word 'sociology' in the Course Criterion is a reference to the imperfect title for all the courses listed under 'Sociology' in the Unified Course List. The same applies to the other apparent references to disciplines in the course criteria.**

We will also interpret the Criteria by using the relevant GE Learning Goal, which institutions have discretion in how to achieve. For instance, the Learning Goal for Social and Human Behavior is "[s]tudents will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens." While the NJCC GE Foundation suggests individual college-wide learning objectives to achieve this goal, it explicitly gives institutions discretion in establishing their own objectives to support it. In other words, institutions must ensure students reach the goal, but they have wide discretion in how they get there. Our development of learning objectives to support the NJCC GE learning goals will make clear that unique GE courses do and can achieve these goals.

4.2 Work with Department Chairs

There will exist two implementation steps for departments:

Stage 1: Equivalency Audit

We will first conduct a complete equivalency audit for all courses within the Unified Course List. Dr. Michael Arbitblit from the Registrar's Office will create a simple spreadsheet for each department to review and update their equivalencies, and he will be available to work with chairs on this exercise throughout the summer. This is standard work for departments, and it involves carefully comparing syllabi from commu-

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[26]See attachment 6, 'Community Engaged Learning as Intervention at NJCU'.

nity colleges to determine if there is a course at NJCU with similar learning objectives and content. It is also regular work required by the state of NJ. Some important notes:

1. If two departments claim the same course equivalency, chairs will meet with Dr. Arbitblit to discuss how to resolve the claims. If a resolution cannot be found, the matter will be referred to the Provost to adjudicate.

2. If there is no direct equivalency to a GE course in the Unified Course List, we will use discipline specific XX courses as the equivalent course or, if needed, create new SLO requirement XX courses, e.g., SCI 2XX.

3. The NJ Council of County Colleges allows community colleges to assign some courses to one of two requirements. For NJCC GE courses **without direct equivalencies** to courses at NJCU, we will certify them as follows:

   a) If a course is certified as satisfying the Historical Perspectives requirement, it will only be certified as satisfying that requirement.

   b) Only courses that are uniquely certified for satisfying the Global and Cultural Awareness requirement will be certified as satisfying that requirement.

Once the equivalency audit is complete, chairs will be notified of any courses in their department that have been newly certified for satisfying GE requirements through this process. They will also be notified if any currently approved GE courses have been certified as satisfying a new requirement due to being identified as directly equivalent to a course in the NJCC GE Foundation. Any such change in requirement is pedagogically justified: chairs will only judge one course equivalent to another if the courses have similar learning outcomes and content. They will not judge a course at NJCU designed to teach, say, ORCO equivalent to a course from a community college that does not teach ORCO at all.

Chairs will also be notified of those unique GE courses that require no further attention. Here are some examples:

Table 4: Sample courses that require no deliberation

Catalog	Title	Sp 23 SLO 1	Sp 23 SLO 2	Fall 24 SLO
PHIL 140	The Examined Life	CTPS	ORCO	ORCO
FINC 105	Data Literacy	CTPS	ITL	ITL
HIST 231	The US in the World	ITL	QULI	ITL

These courses do not have direct equivalencies to NJCC GE courses. Thus, their requirements will not be updated via the equivalency audit. CTPS is being embedded throughout the program, so PHIL 140 and FINC 105 will satisfy their remaining associated SLO requirement in the reformed program. Additionally, QULI is satisfied by the Math AUR, so HIST 231 will satisfy its remaining associated SLO in the reformed program. In general, any non-AUR GE course not updated by the equivalency audit

with either CTPS, WRCO, or QULI as one of its outcomes, will satisfy its second associated outcome in the reformed program; the slight exception is CEIK discussed below. This means that **c.132 approved courses will require very little change unless they have been updated by the equivalency audit.**

Stage 2: Updating SLOs

Department chairs will be asked to choose or propose SLOs for two categories of courses.

Department discretion: no committee review required

There are fifteen possible combinations of SLOs. If a course currently has associated two non-AUR SLOs, or if it has CEIK associated, then departments will elect the SLO requirement that the course will satisfy from fall 2024; the GE Director will be available throughout the summer to help chairs with this work. Here are some examples:

Table 5: Sample courses that departments have full discretion over

Catalog	Title	Sp 23 SLO 1	Sp 23 SLO 2
PHIL 246	Food, Philosophy, & Global Health	CTPS	CEIK
HIST 233	Beyond Bounds: Global History	CEIK	ORCO

Neither course has a direct equivalency to a course on the Unified Course List, and neither has WRCO, CTPS, or QULI as one of its associated outcome. Thus, we cannot automatically identify the SLO requirement either will satisfy from fall 2024. In the case of PHIL 246, the Department of Philosophy & Religion will assess whether the course satisfies Civic Engagement or Global & Cultural Awareness in the reformed program. They will be given simple descriptions of each and be asked to assess which they believe most reflects how the course is currently taught. They will also be asked to consider whether they find it easier to hire and mentor instructors to teach Civic Engagement or Global & Cultural Awareness. Since this course has already been approved with the CEIK SLO, the decision is entirely at the discretion of the department.

The History Department has a more complicated choice. They will choose either ITL, Civic Engagement, or Global & Cultural Awareness as the SLO requirement HIST 233 will satisfy from fall 2024. Again, they will be consider how the course is normally offered and issues around hiring and mentoring, etc.

GE Committee Review Required

The GE Committee reserves the right to review the assigning of a new SLO in two circumstances:

NJCC GE Courses certified for two requirements *and* offered at NJCU: Chairs will propose to the GE Committee that SLO the course will satisfy when offered at NJCU. They will submit a syllabus, and the GE Committee will assess the submission against the NJCC GE Learning Goals, Course Criteria, etc.

Unique GE courses that require a new SLO: Currently approved courses with a combination of CTPS and QULI, CTPS and WRCO, or QULI and WRCO must be assigned a new SLO given that these outcomes are met by the AURs. Since these courses have never been vetted for alternative SLOs, chairs will propose to the GE Committee a new SLO that the course will satisfy from fall 2024 They will submit a syllabus, and the GE Committee will assess the submission against the NJCC GE Learning Goals, Course Criteria, etc. If a course does not strictly satisfy the Course Criterion of any associated requirement, they will be certified as satisfying that requirement whose criterion they most nearly satisfy.

The above process is less work than it may appear. Again, there are fifteen possible combinations of current SLOs, and only three combinations require a new SLO; many departments will have little work to do and the remainder will have few if any courses to update. The GE Director will work closely with departments throughout this process, and the GE Committee will review submissions in early fall.

4.3   Administration Related

The Office of Academic Affairs has actively been discussing how to implement these changes and the people needed to do it. These changes include updates to the catalog, PeopleSoft, NJTransfer.org, GE website, etc. They will coordinate with all relevant offices in Enrollment Management and Student Affairs, and outreach to community college partners will begin immediately; in-person and virtual information sessions will held, and we will visit community colleges directly. Additionally, a marketing campaign will be developed by University Communications with special focus on immediately using the reform to lobby legislative support for NJCU.

4.4   GE Committee Related

Assessment

The GE Committee will score in May those Information & Technological Competency signature assignments collected in fall 2022. The Committee will make a recommendation on whether unique GE courses with this outcome should instead focus on just Information Literacy or just Technological Competency. Additionally, the GE Committee will develop and propose a revised assessment protocol by the end of fall 2023 that will include, but not be exhausted by, a proposal on whether courses in the NJCC GE Foundation offered at NJCU must also include a signature assignment. In updating the assessment protocol, the Committee will continue to use the AAC&U rubrics where available and develop new rubrics when not.

Critical Thinking

In the reformed program, CTPS is embedded throughout the GE. This is not a significant change given that 3/5 of existing GE courses have CTPS as one of their associated SLO. However, we will report to the Senate no later than May 2024 a plan for effectively and intentionally improving CTPS throughout the program. We will be guided

by the research on effective critical thinking pedagogy, which often distinguishes various approaches to its teaching. The *naturalist approach* involves explicit instruction in some content without any explicit instruction in critical thinking. The research literature shows no evidence that such an approach is effective at improving critical thinking skills.[27] Other research suggests the *generalist approach* to teaching critical thinking is effective. On this approach, there is explicit instruction in general principles of critical thinking with less focus on content instruction. Students are taught how to recognize and distinguish the reasoning common to social sciences as opposed to, say, mathematics. They learn the norms that govern the different types of reasoning humans engage in, and they practice their various reasoning skills through problems sets drawn from a range of disciplines.

Some research suggests a *mixed approach* to teaching critical thinking is effective, which involves infusing explicit critical thinking instruction with content instruction. To achieve this, some institutions have adopted a CTPS Seminar coupled with a Faculty Institute.[28] On this model, faculty are trained to infuse best practices in teaching critical thinking into their content area courses, and they develop new courses accordingly. This is a promising model for our GE Program, and we will investigate both it and other interventions further.

4.5   Course Approval Process

The course approval process for GE courses needs to be improved, and the GE Committee will recommend changes to the Senate no later than May 2024. We will also recommend policies on regularly re-certifying unique GE courses.

5   SEC Recommendations

During discussions of GE reform, the GE Committee identified a number of items that do not fall uniquely in our purview, but we believe should be addressed. We are forwarding these to the SEC and are available to elaborate upon request:

1. It is recommended that scheduling and budgeting policies be created to ensure a balanced yearly GE schedule that is easy for students to navigate, minimizes competition between different departments' GE offerings, and provides sufficient and timely information to chairs to adequately balance their GE and non-GE offerings.

2. It is recommended that the university-wide SLOs be revised.

3. It is recommended that NJCU fully audit the NJ Transfer Law to ensure compliance with each of that law's provisions. Special attention should be paid to whether NJCU's requirement that students must transfer a course with a C or higher is in compliance with that law.

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[27] See Abrami et al. {1} for a recent meta-analysis of effective teaching practices.
[28] See, for instance, Clemson Thinks2.

4. It is recommended that NJCU review all NJCU specific transfer policies, like the residency requirement, and also ensure that all such policies are consistently presented in the catalog, website, etc.

5. It is recommended that NJCU develop an appropriate degree completer major program.

6. It is recommended that NJCU fully audit NJ Administrative Code Title 9A to ensure compliance with each of its provisions.

7. It is recommended that NJCU develop a policy on the maximum number of credits that may be required for a major program of study and review the policy on the minimum number of credits that must be required.

8. It is recommended that NJCU develop a double dipping policy, i.e., a policy on how many courses may be used to simultaneously satisfy multiple program requirements, where 'program' includes majors, minors, concentrations, and GE.

9. It is recommended that NJCU develop policies to adequately define and distinguish 100 from 200 level courses.

10. It is recommend that NJCU review and simplify the myriad undergraduate requirements.

11. It is recommended that departments align course titles with titles of equivalent courses in the NJCC GE Foundation.

12. It is recommended that information on course equivalencies be requested as part of the course approval process.

Respectfully submitted,

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[1] Abrami, Philip, Bernard, Robert, Borokhovski, Eugene, Waddington, David, Wade, C. Anne, and Persson, Tonje. 2015. "Strategies for Teaching Students to Think Critically: A Meta-Analysis." *Review of Educational Research* 85:275–314.

6   ATTACHMENTS

1. 'NJCU GE Action Plan'

2. 'GE Program Review Faculty Forum Questions'

3. 'GE Program Review Committee' September report

4. 'GE Assessment Spring 2022'

5. 'GE Courses by Requirements'

6. 'Community Engaged Learning as Intervention at NJCU'

NJCU General Education (GE) Action Plan

The NJCU community has admirably focused our recent GE efforts on student learning outcomes. Focusing in this way is student centered and has also allowed us to make great strides in assessing our program. We collect artefacts, have been trained in the AAC&U value rubrics, and use those rubrics to assess whether our program is delivering for our students. While these are great advances, it is time to properly commit to a GE program that is centered on student learning. That commitment requires us to answer two questions.

1. **Why**? While as a community we have focused on what we want students to learn in GE, we have yet to explain why we want them to have that learning. We owe our students and their families an answer to this question.
2. **How** will students learn what we want them to learn?

Before discussing our first steps we propose taking to answer both questions, I want to emphasize that to answer the why and the how we must focus on who we are and who we serve. NJCU is a public institution that serves Jersey City and Hudson County. We are an officially designated Hispanic and Minority Serving institute, we serve the largest group of poorest students amongst our NJ public 4-year peers, and our undergraduate first time admits is about evenly divided between transfer and non-transfer students. We are also navigating a structural deficit, and the majority of our GE courses are taught by adjuncts, adjuncts which we cannot currently compensate for extra training, holding office hours, etc.

Action item 1: Create a mission statement for NJCU's GE

Considerations:
- The mission must align with the University mission.
- The mission should support NJCU's new strategic plan.
- The mission must be compatible with MSCHE's requirements for GE.
- The mission must be sufficiently clear for students to understand its value and purpose.
- The mission must be sufficiently concrete to allow for us to identify clear program goals, goals that students would clearly see benefit in.

First Steps:
1. Collect sample mission statements from peer institutions and national organizations.
2. Narrow down several feasible options with varying clear values.
3. Present these options to the GE Program Review Committee for their review and approval.
4. During July and August, discuss and seek feedback on options for the mission with the Provost, Deans, and advisors. During September and October, run focus groups with faculty and students on these options.

Goal: The Program Review Committee will approve a GE mission and submit for approval to the Provost and Senate.

Action Item 2: Ensure that courses teach what we want students to learn

In 2015, NJCU accepted the principle that learning outcomes do not belong to any discipline, and we allow any department to propose courses in any learning outcome. While perhaps a model favored by AAC&U, it is an elitist model that is impractical for a university that is so resource constrained. The majority of our courses are taught by adjuncts and training those instructors to teach learning outcomes beyond their areas of expertise is not feasible for us, e.g., asking an adjunct with expertise in sociology to teach oral communication would require us to train that adjunct to teach oral communication, something we are not in a place to do consistently and reliably.

First Steps:
1. Ask the Program Review Committee to create faculty working groups with expertise in each learning outcome.
2. Ask those working groups to characterize what students must learn in the relevant outcome in such a way that aligns with GE's mission.
3. Ask the groups to detail what must be included in a course if students are to advance on the relevant learning outcomes. What kind of content, for instance, is appropriate for teaching oral communication?
4. Require these working groups to ensure that NJCU's GE learning outcomes align with the learning outcomes of the state-wide GE at community colleges.
5. Ask these groups to identify those disciplines whose faculty are most likely to have the relevant expertise to teach various outcomes without need of extra training.

Goal: Each working group will submit their proposals to the Program Review Committee for their review and approval by December 2022.

GE Program Review Faculty Forum Questions

Dates:
1. October 17th 4:30-5:30pm, zoom,
2. October 24th 4:30-5:30pm, zoom,
3. November 1st, in-person, 1pm-2pm

Mission/Program Goals Related
1. What do you believe is the current mission of NJCU's GE program?
2. What do you believe the mission should be?
3. What do you think of the following draft short mission statement?

The General Education Program creates lifelong learners prepared for success in their civic and professional lives.

Curriculum Related
1. Do you consult the detailed descriptions of the GE learning outcomes and their elements in designing your syllabi?
2. How, if at all, do you intentionally incorporate GE learning outcomes into your courses' weekly schedule of lessons, activities, and assignments, etc? (How do you teach the GE learning outcomes?)
3. How, if at all, do you consult the GE Learning Outcome descriptions in designing a signature assignment?
4. How, if at all, do you indicate to students that your GE courses are part of the GE program, and, how, if at all, do you explain the way your courses fit into the overall mission of the GE program?

Instruction Related
1. How, if at all, does your department prepare and help you teach the GE learning outcomes associated with your courses? Were you told the outcomes? Are you provided any examples on how you might teach them?
2. How, if at all, has the GE Committee and Director helped you teach the GE learning outcomes associated with your courses? Emails? Websites?
3. How, if at all, might the GE Committees, Director, and your respective departments help you teach the GE learning outcomes associated with your courses?

Concluding
1. What else, if anything, would you like the Program Review Committee to consider?

General Education Program Review Committee
General Education Director
NJCU Senate Report

In consultation with Academic Affairs, the Senate President, and the chairs of both the General Education (GE) Curriculum Committee (GECC) and GE Committee on Assessment and Policy (GECAP), the GE Program Review Committee (GEPRC) developed some piloted changes to the GE program in spring 2023. These piloted changes will inform our ongoing review of the GE program and are intended to help us build upon the decision in spring 2020 to articulate GE requirements in terms of Student Learning Outcomes (LO). The pilot will help the committee to study and identify solutions to four core concerns:

1. Our GE Program does not align well with the unified state-wide GE Foundation Program offered at all NJ's community colleges. (See here). This poses difficulties for transfer students, and the pilot will allow us to identify a smoother transfer pathway.
2. Recent assessment of Civic Engagement and Intercultural Knowledge was disappointing (see the attached assessment report). The assessment report suggests that students failed to demonstrate adequate progress due to the structure of the outcome. It is an amalgam of two distinct goals, and we will pilot separating both outcomes in spring 2023. We suspect a similar problem with Information & Technological Literacy. This fused outcome will be assessed as part of the normal programmatic assessment in fall 2022, and we will pilot separating these outcomes in spring 2023.
3. MSCHE stipulates various accreditation requirements for GE programs. (See Standard III, Criteria 5 here). We may no longer satisfy some of these requirements given recent changes to the GE program, and the pilot will study how best to ensure compliance.
4. As of 9.8.22 Departments have scheduled 16.5% fewer sections of GE courses in AY22-23 than they offered in AY21-22; GE sections ran with an average fill-rate approaching 100% in AY21-22. The pilot will allow us to identify pedagogically appropriate ways for students to have sufficient and sustainable opportunities to progress through the GE program.

The Provost's Office emailed chairs on August 11th soliciting courses not currently approved for the GE program that are scheduled for spring 2023. 24 were submitted by the deadline of August 31st, and 19 were approved by the relevant Deans, GEPRC, and Provost's Office for inclusion in the pilot. The Provost's Office has also evaluated these submissions as requests for temporary changes to existing courses, changes which have been granted for spring 2023 only. They will appear as approved substitutions on those students' degree progress reports who take then at NJCU in spring 2023. Students who take these courses at other institutions or take them at NJCU in some semester other than spring 2023 will not receive GE credit for them; this will be reassessed after the pilot. UAC developed materials and tools to advertise these approved substitutions widely with students.

Full details on the piloted changes to the GE outcomes can be found in the attached document, 'Instructions'. GEPRC will solicit a second tranche of piloted courses for spring 2023; an announcement is forthcoming. We will assess the pilot, provide updates as needed, and propose permanent changes, if any, using the normal programmatic change policies.

Respectfully submitted,

Scott O'Connor, Chair

GEPRC
Voting members
Dr. Andrew Bossie, Economics, GECC Co-Chair
Dr. Corey Frost, English, GECC representative
Dr. Hun Bok Jung, EESC, GECAP representative
Dr. Jennifer Musial, Women's & Gender Studies, GECAP representative
Dr. Marcin Ramocki, Media Arts, GECC Co-Chair
Dr. Michael Rotenberg-Schwarz, English, GECAP representative
Dr. Yufeng Wei, Chemistry, GECAP Chair

Non-voting members
Mr. Angel Gonzalez, CDIO
Dr. Barbara Hildner, AFT Representative
Ms. Elizabeth Hickey, Institutional Effectiveness
Dr. Gail Fernandez, Associate Provost
Ms. Lorena Laverde, UAC Director
Mr. Jimmy Lau, Director of Enrollment Management
Dr. Scott O'Connor, Chair, GE Director
Mr. Thyquel Halley, Student Representative

Dr. Scott O'Connor   07/01/2022
Director of General Education

General Education Assessment
Spring 2022

Background

In fall 2019, the University Senate moved to make an enlarged General Education Curriculum & Assessment Committee (GECAP) responsible for collecting and scoring student artefacts for General Education (GE) programmatic assessment. Due to the Covid-19 pandemic, this decision could only be implemented in AY21-22. In fall 2021, GECAP elected to assess the Civic Engagement & Intercultural Knowledge (CEIK) learning outcome and developed an assessment plan for spring 2022. The main elements of this plan included:

- Working with IE, the GE Director contacted the instructors of each CEIK section in spring 2022. They were provided pdfs and video instruction on creating a Blackboard/TK20 link for students to upload their signature assignments. We held office hours and instructors were able to meet with Liz Hickey from IE throughout the semester.
- NJCU has used the AAC&U rubrics to develop and assess GE, so several members availed of the opportunity to participate in the AAC&U Civic Engagement Value Rubric training. This training consisted in a series of online modules that educated users in the correct use of the rubrics, e.g., it taught scorers to assess each dimension by looking first for evidence of the highest performance indicator. The training also involved various calibration exercises in which participants compared their assessment of sample artefacts with AAC&U experts' assessment. In June, the GE Director held a workshop for those members who were unable to attend the external training, and the entire committee engaged in a norming exercise by scoring several student artefacts together.
- After collecting and anonymizing samples, Liz Hickey from IE submitted to GECAP a random sample of 100 hundred artefacts from those students who had earned at least 15 credits. While we initially intended to collect artefacts only from students who had completed 30 credits, and who would thereby more likely have made progress on a variety of the GE learning outcomes, we were unable to reach 100 artefacts without reducing the credit cutoff to 15 credits. The relevant artefacts were distributed through a folder on the T-drive, and faculty did not have access to either the prompts or any identifying information.
- GECAP members divided into teams of two, and each team scored twenty student artefacts by reading and discussing their assigned artefacts together; we believe scoring in this way is more likely to lead to calibrated results.
- The CEIK rubric and AAC&U Civic Engagement rubric do not fully overlap. NJCU's CEIK rubric has the six dimensions of the latter rubric with an additional dimension concerning intercultural knowledge. To facilitate our training with the AAC&U, we focused on only these six dimensions, i.e., we did not score artefacts under the 'Knowledge' dimension in NJCU's CEIK rubric.[1]

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[1] Please find attached NJCU's CEIK rubric and the AAC&U's Civic Engagement rubric.

Scorers

Dr. Scott O'Connnor	Ms. Theresa Spataro
Dr. Michael Rotenberg-Schwartz	Dr. Ling Yang
Dr. Jennifer Musial	Dr. Xiaodi Zhu
Dr. Yufeng Wei	Dr. Gail Fernandez
Dr. Zui C. Lee	Dr. Hun Bok Jung

Results

Civic Engagement & Intercultural Knowledge	Tier 3 Target	Tier 2 Target	Tier 1 Target			Average all scores	Median all scores
	4	*3*	*2*	*1*	*0*		
Knowledge							
Diversity of Communities and Cultures	2%	13%	33%	40%	12%	1.53	1
Analysis of Knowledge	2%	6%	21%	39%	32%	1.07	1
Civic Identity and Commitment	2%	12%	36%	25%	25%	1.41	1.5
Civic Communication	0%	14%	24%	18%	44%	1.08	1
Civic Action and Reflection	0%	8%	16%	31%	45%	0.87	1
Civic Contexts/Structures	4%	8%	14%	8%	66%	0.76	0

Metadata
- Artefacts were collected from students who had completed 15 credits.
- The average number of credits completed at NJCU among the included students was 67.
- 176 students uploaded a signature assignment to TK20. This represents a participation rate for students of 20% (176 out of 883).
- The participation rate by section was 42% (13 sections with at least one submission out of 31 total sections).
- 27% of the students included in the work samples were transfer students, and 7.6% were international students.

- The average student cumulative and term GPA were both 3.29.
- The grade distribution for the courses with included work samples: 62% A, 22% B, 12% C, 2% D.[2]

Observations

GECAP met on June 28th, 2022 to discuss the assessment results. Here are our observations:

1. This new assessment process is excellent, and we commend the Senate for moving responsibility to GECAP.
2. GECAP believes that these low scores are due to a mismatch between the content of the rubrics and the content of the courses in this outcome; the low scores are not a reflection on our students' performance. Indeed, many artefacts earned 0 on various performance indicators because the assignment content had little, if anything, to do with civic engagement.
3. Some members of GECAP also sit on the General Education Curriculum Committee (GECC). Those members report that the relevant rubrics do not figure that prominently in the course proposal process. For CEIK in particular, GECC does not look for evidence of each performance indicator in approving courses, which suggests a significant variation in how those approving curricula and those assessing it understand what is required for a GE course.
4. GECAP members observed that GE courses have two learning outcomes. We are uncertain whether instructors are placing equal emphasis on both outcomes.
5. GECAP members discussed whether students and instructors properly understand the relationship between GE courses and the relevant outcome. Do students in, say, a CEIK History course know that they are taking a civic engagement course? Do instructors in, say, a CEIK Philosophy course know that they should be teaching civic engagement?

Recommendations

1. The CEIK outcome comprises two disjoint learning outcomes. The GE Program Review Committee should consider separating both outcomes and appropriately modifying the structure of the GE requirements.
2. GECAP/GECC should utilize the expertise of Faculty Fellows to develop appropriate interventions to improve the teaching of civic engagement before reassessing this outcome in AY23-24.
3. The GE Program Review Committee should investigate whether it is appropriate for GE courses to have two outcomes, and, if so, whether it is appropriate for them to have any combination of the two outcomes.
4. GECC should be trained in the use of the AAC&U value rubrics to ensure both GECAP and GECC understand GE course requirements similarly. Additionally, the GE Program

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[2] Data courtesy of Liz Hickey, Institutional Effectiveness

Review Committee should investigate administrative changes that might facilitate this joint understanding, e.g., it should investigate merging both GECC and GECAP.

5. The General Education Program Review Committee should investigate revising the GE course proposal policy to clarify the relationship between the content of a proposed GE course and the elements of the learning outcome.

6. The GE Director should investigate ways to ensure students and instructors are aware and understand the learning outcomes for each GE course.

AY22-23

GECAP has elected to assess the Information & Technology Literacy learning outcome in fall 2022 and the Oral Communication learning outcome in spring 2023; we will reassess CEIK in AY23-24. The GE Director will work with IE to implement a similar model as spring 2022 for the collection, anonymization, and scoring of student artefacts.

Subject	Catalog	Descr	GE Tier Requirement			GE Learning Outcome Requirement					
			Tier 1	Tier 2	Tier 3	CEIK	CTPS	ITL	ORCO	QULI	WRCO
AFRO	101	The African Diaspora	X				X		X		
AFRO	125	From Africa to Emancipation	X				X		X		
AFRO	140	From Emancipation to Present	X				X		X		
AFRO	215	American Civil Rights Movement		X			X				X
ART	114	The Passion for Painting	X						X		X
ART	125	Ceramics and Civilization	X				X		X		
ART	145	Websites for Everyone	X				X		X		
ART	150	Empower Tools	X					X	X		
ART	170	Time Trav:Intro Time-Based Art	X						X		X
ART	200	Art Now		X			X		X		
ART	225	Illustration, War & Identity		X			X		X		
ART	226	Represent & Illusion in Art		X			X		X		
ART	231	Beyond Borders of the Visible		X			X		X		
ART	241	Self: I as Body		X			X		X		
ART	242	Self: Image		X			X	X			
ART	255	Cut, Copy, Paste, Write		X			X				X
ART	258	Rome 1600		X					X		X
ART	263	Activist,Interlop & Pranksters		X			X				X
ART	270	Acts of Resistance:DIY+Making		X			X	X			
ART	271	Body Adornment		X			X		X		
ART	286	Inf Graphics for Sciences		X				X	X		
BIOL	140	Scientific Inquiry	X					X	X		
BIOL	224	The Human Body		X			X	X			
BIOL	225	Human Sexual Biology		X					X		X
BIOL	240	Scientific Reasoning		X					X	X	
CHEM	130	Chem of Everyday Things	X				X	X			
CHEM	131	Chemistry in the Kitchen	X				X			X	
CHEM	140	Forensic Science	X				X	X			
CHEM	230	Chemistry and Society		X			X			X	
CS	120	Computers & Info. Technology	X					X		X	
CS	125	Game Programming	X				X	X			
CS	252	Programming for All		X			X	X			
ECE	212	Human Devel:Prenatal to Adol		X			X				X
ECON	103	Current Economic Issues	X				X		X		
ECON	110	History of Economic Thought	X				X		X		
ECON	115	Money and Markets	X						X		X
ECON	210	Personal Finance Practices		X					X	X	
EDU	105	Education and LGBTQ Issues	X				X	X			
EDU	220	School in Popular Film	X								
EDU	305	Power, Politics, and Schooling			X						
EESC	120	Water Explorer	X						X		X
EESC	121	Mapping the City	X					X		X	

Dept	No	Title	C1	C2	C3	C4	C5	C6	C7	C8	C9
EESC	130	Understanding Ethnic Conflict	X						X		X
EESC	135	Our Planet Earth	X						X		X
EESC	201	Environmental Science for All		X					X		X
EESC	202	Remote Sensing		X			X	X			
EESC	206	Digital Earth		X			X	X			
EESC	223	The Blue Planet		X					X	X	
EESC	226	Earth 360:Integrated Geography		X			X		X		
EESC	227	Hands on Earth		X			X		X		
EESC	231	Water Chronicles		X				X		X	
EESC	235	Global Climate Change		X		X		X			
EESC	236	Our Sustainable World		X		X			X		
EESC	237	Environmental Issues & Policy		X		X	X				
EESC	238	Wonders of Weather		X			X		X		
EESC	250	Plunder:Race Natural Resources		X				X		X	
EESC	325	GIS for the Urban Community			X						
EESC	390	Energy and Sustainability			X						
ENGL	101	English Composition I					X				X
ENGL	102	English Composition II					X				X
ENGL	125	Stories of the University	X			X					X
ENGL	130	Reading the Environment	X			X		X			
ENGL	133	Dark Stories for Young Adults	X			X					X
ENGL	135	Place in US Immigrant Lit	X				X				X
ENGL	150	Game Play to Creative Writing	X				X	X			
ENGL	235	Reading Hip Hop		X			X				X
ENGL	250	Portugal Brazil North America		X							
ENGL	255	Cut, Copy, Paste Write		X			X				X
ENGL	319	The Triangle Fire			X						
ENGL	344	Creative Writing Digital Age			X						
ESL	101	English Comp I ESL								X	X
ESL	102	English Composition 2 ESL								X	X
ESL	113	English for Academic Research	X								
ESL	115	Engl Comp I for Bilingual Stud								X	X
ESL	116	Engl Comp II Bilingual Stud								X	X
ESL	130	American Myths	X							X	X
ESL	140	The Language of Science	X							X	X
ETHN	130	Understanding Ethnic Conflict	X							X	X
ETHN	220	Geographies of Immigration		X						X	X
ETHN	310	Inside Immigrant Neighborhoods			X						
FES	241	Self: I as Body		X			X			X	
FINC	105	Data Literacy	X				X	X			
FINC	221	Business Information Systems		X			X	X			
FINC	250	Financial Literacy		X			X			X	
HIST	131	Metropolitan New York	X			X			X		
HIST	133	Cranks and Critics	X				X				X
HIST	231	The US in the World		X				X		X	
HIST	233	Beyond Bound:Global History		X		X			X		
HIST	245	Cities in History		X			X		X		

Dept	No.	Course Title	1	2	3	4	5	6	7	8	9	10
HIST	255	The Emergence of Modern Europe		X				X				X
HIST	347	Making History				X						
LANG	145	9/11 Before and After	X					X				
LANG	255	Violence&Resistance Latin Ame		X				X	X			
LANG	275	Islam Today		X				X	X			
LANG	349	Power, Race, and Religion				X						
LATI	105	Studying Lat.Am.Carib.Lat USA	X					X				X
LATI	114	Studying Latin America	X					X	X			
LATI	122	Archaeology of Mesoamerican	X					X	X			
LATI	201	Peoples & Cul of Caribbean		X				X	X			
LATI	202	Ethnicity and Race in Mexico		X				X				X
LATI	209	Sex & Gender in Latin America		X				X				X
LATI	211	Caribbean Music and Society		X				X				X
LATI	212	Drugs in Latin America		X				X				X
LATI	215	Migration and Latin America		X				X				X
LATI	220	Issues in Latin America		X				X				X
LATI	250	Portugal Brazil North America		X				X				X
LATI	350	Latinos and Language in the US				X						
LTED	160	Lang of Power & Social Justice	X					X				X
LTED	205	Contemporary Literacies		X				X				X
LTED	380	Going Public:Lit&Hist Amer Edu				X						
MATH	114	Contemporary Mathematics						X		X		
MATH	140	Statistics I						X		X		
MATH	164	Pre-Calculus for Business Stud						X		X		
MATH	175	Enhanced Precalculus						X		X		
MATH	200	Calculus for Business		X				X		X		
MATH	215	Problem Solving in Mathematics		X				X		X		
MATH	225	Math on Global Climate Change		X				X		X		
MATH	271	Algebra and Probability		X								
MCC	218	Diversity and Civil Debate		X				X	X			
MCC	350	Immigrants and Immigration				X						
MDT	109	Musical Improvisation	X					X				X
MDT	110	Music and the City	X					X				X
MDT	155	African Music in the America	X					X				X
MDT	165	Billings to Tupac and Beyond	X							X	X	
MDT	166	Exploring Western Music	X					X				X
MDT	167	World Music	X					X				X
MDT	180	Music by Women Composers	X							X		X
MDT	209	Music Now		X				X	X			
MDT	211	Caribbean Music and Society		X								
MDT	250	Sing with Swing		X				X	X			
MDT	374	P.T. Barnum				X						
MEDI	120	Understanding Movies	X				X	X				
MEDI	130	The History of Media	X				X	X				
MEDI	255	Media Revolution of the 1960s		X			X	X				
MEDI	260	Fantastic in Film & Television		X						X		X

Subject	Number	Title	▨	1	2	3	▨	4	5	6	7	8	9
MEDI	362	Strange Fruit	▨			X	▨						
MGMT	110	Life is Good Business	▨	X			▨	X					X
MGMT	221	MYOB	▨		X		▨	X	X				
PHIL	102	Critical Thinking	▨	X			▨		X	X			
PHIL	109	Bioethics	▨	X			▨		X	X			
PHIL	113	Environmental Ethics	▨	X			▨		X				X
PHIL	125	Ethics in Everyday Life	▨	X			▨		X				X
PHIL	135	World Religions Today	▨	X			▨		X				X
PHIL	140	The Examined Life	▨	X			▨		X		X		
PHIL	232	African(a) Philosophy	▨		X		▨		X				
PHIL	236	Self: I as Mind	▨		X		▨						
PHIL	245	Social Justice	▨		X		▨	X		X			
PHIL	246	Food, Philosophy&Global Health	▨		X		▨	X	X				
PHIL	260	Philosophy of Education	▨		X		▨		X				X
PHIL	313	Time	▨			X	▨						
PHIL	390	Pandemic Ethics	▨			X	▨						
PHIL	397	Re-Thinking Animals	▨			X	▨						
PHYS	108	The Physics of Sports	▨	X			▨		X		X		
PHYS	114	Why Things Move	▨	X			▨		X		X		
PHYS	204	Digital Elect & Applications	▨		X		▨		X		X		
POLI	120	Global Challenges	▨	X			▨	X	X				
POLI	130	Debating Current Controversies	▨	X			▨		X		X		
POLI	140	American Politics	▨	X			▨		X				X
POLI	214	Battle Lines Drawn	▨		X		▨	X	X				
POLI	217	Globalization & Governance	▨		X		▨	X	X				
POLI	230	Business and Politics	▨		X		▨	X			X		
POLI	250	International Poli Economy	▨		X		▨		X				X
PSYC	120	Social Psych of Everyday Life	▨	X			▨			X	X		
PSYC	140	Exploring Human Sexual Behav	▨	X			▨			X	X		
SOCI	109	The Changing Family	▨	X			▨				X		X
SOCI	110	The City	▨	X			▨						
SOCI	121	Sociology of Families	▨	X			▨				X		X
SOCI	230	Cities of Industry	▨		X		▨	X	X				
SOCI	237	Refugees and Forced Migration	▨		X		▨	X	X				
SOCI	309	Riots, Rebellions, Revolutions	▨			X	▨						
WGST	101	Telling Women's Lives	▨	X			▨		X		X		
WGST	109	Gender, Sexuality and Culture	▨	X			▨		X				X
WGST	110	Diversity and Difference	▨	X			▨	X	X				
WGST	130	Rebel Girls	▨	X			▨		X		X		
WGST	220	Women and Leadership	▨		X		▨	X			X		
WGST	225	Women, Hip Hop & Social Change	▨		X		▨	X	X				
WGST	226	LGBTQ Social Change	▨		X		▨	X	X				
WGST	310	Girls Girl Culture & Girlhood	▨			X	▨						
WGST	370	Trans History and Identities	▨			X	▨						

Civic Engagement

Community-Engaged Learning as Intervention at NJCU

	Capstone 4		Milestones 3		2		Benchmark 1		Total with Evidence (4, 3, 2, 1)		Total with Evidence Versus No Evidence (4, 3, 2, 1)		0	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Non-CEL														
Diversity of Communities and Cultures	0	0%	3	12%	13	52%	9	36%	25	100%	25	29%	61	71%
Analysis of Knowledge	0	0%	1	5%	7	32%	14	64%	22	100%	22	26%	64	74%
Civic Identity and Commitment	0	0%	1	7%	9	64%	4	29%	14	100%	14	16%	72	84%
Civic Communication	0	0%	4	33%	5	42%	3	25%	12	100%	12	14%	74	86%
Civic Action and Reflection	0	0%	4	33%	3	25%	5	42%	12	100%	12	14%	74	86%
Civic Contexts/Structures	0	0%	1	6%	6	33%	11	61%	18	100%	18	21%	68	79%
CEL														
Diversity of Communities and Cultures	5	16%	16	50%	9	28%	2	6%	32	100%	32	73%	12	27%
Analysis of Knowledge	0	0%	9	35%	12	46%	5	19%	26	100%	26	59%	18	41%
Civic Identity and Commitment	3	10%	17	55%	11	35%	0	0%	31	100%	31	70%	13	30%
Civic Communication	3	9%	12	38%	13	41%	4	13%	32	100%	32	73%	12	27%
Civic Action and Reflection	1	3%	8	25%	19	59%	4	13%	32	100%	32	73%	12	27%
Civic Contexts/Structures	1	3%	16	52%	11	35%	3	10%	31	100%	31	70%	13	30%

Evidence/No Evidence of Learning by Dimension (Disaggregated by CEL)

Civic Engagement Skills by Variable