

## **Academic Requirements Committee (ARC) 2018-19 Annual Report**

Date: May 28, 2019

### Members 2018-19

Geoffrey Duh GGR Chair  
Marie Fiorillo ACS (COTA)  
Debra Lindberg CCJ  
Laura Marsh ACS (CLAS-Sci)  
DeLys Ostlund WLL  
Vicki Reitenauer WGSS  
Ashley Storey ACS (SB)  
Santiago Velasco Lopez (Student Member)

### Consultants:

Rebecca Ingersoll ACS  
Nicholas Matlick RO

Support Staff: Melinda Hendley

The Responsibilities of the Academic Requirements Committee are:

- 1) Develop and recommend policies regarding the admission of entering freshmen.
- 2) Develop and recommend policies regarding transfer credit and requirements for baccalaureate degrees.
- 3) Adjudicate student petitions regarding such academic regulations as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. Adjudicate student petitions regarding initial undergraduate admissions.
- 4) Make recommendations and propose changes in academic requirements to the Faculty Senate.
- 5) Report to the Senate at least once each year.
- 6) Act, in all matters pertaining to policy, in liaison with the chairpersons of the Scholastic Standards and Curriculum Committees, and with the chairperson of the Graduate Council.

The ARC met regularly (about twice per month) from September 2018 through May 2019. We reviewed 151 petitions, of which 129 were approved (through April 30, 2019). The number of petitions has minimally increased from previous years. The University Studies Cluster Requirement was the most common focus of the petitions. The average turnaround time for petitions, from submission to implementation, was 10 days, a reduction from previous years.

Significant issues that we worked on:

### **Petitions Records Analytics**

With the support of the Office of Information Technology, ARC analyzed petition records for the period between Fall 2014 to Winter 2019 (up to January 14, 2019). The results of the analysis (see Appendix) allowed the Committee to identify the key issues some of our students might face during their studies. The committee selected two major categories of petitions and worked with relevant campus units to address the possible routes for supporting student success. The two categories are University Studies (UNST) junior cluster related petitions and the Foreign Language Admission Deficiency (FLAD) petitions. The Committee will continue monitoring the petition records for targeting future outreaching efforts.

### **UNST Cluster Courses & Study Abroad Courses**

The ARC Chair and RO Consultant attended the UNST Cluster Coordinators meeting on January 25, 2019 to discuss streamlining the review process for UNST Junior Cluster related petitions. ARC treats each petition as its own unique case and as a part of the student's educational experience. We value any comments cluster coordinators provide and will not hesitate to ask the student to rewrite and resubmit their petition when they fail to make a strong case themselves. ARC will work with the Office of Registrar to update the new ARC petition webpage to make the instructions clear for students. Students need to work with a cluster coordinator when preparing a petition.

ARC invited Richard Beyler, UNST cluster coordinator, to ARC meeting on March 11, 2019 to discuss the use of study abroad credits for Junior Cluster requirements. ARC sees the value of the cross-cultural perspectives study abroad courses provide for general education but also want students to recognize the diverse and strong general education curricula offered on PSU campus. ARC generally considers study abroad credits for cluster courses as long as the student articulates clearly how the study abroad course meets the goals and learning outcomes of the cluster in the student statement.

### **Foreign Lanaguage Admission Deficiency Discussion**

The Committee met with Cindy Baccar from the Office of Registrar, Gina Greco from World Languages & Literatures, and Yohlunda Mosley from the Office of Admission to discuss the current FLAD requirement and ways to support students in meeting it. The Committee recognizes the benefits of learning a foreign language for our students' cognitive, academic, and career developments. There is no proposed change on the existing FLAD graduation requirements.

### **Determining Distribution Areas for New Courses Created in Departments that have an Approved Split Distribution**

The Committee met with Andreen Morris, Curriculum Coordinator from OAA, on May 13, 2019 to discuss the procedures for assigning Arts & Letters, Science or Social Science distribution to new courses. Almost all PSU courses' distributions are pre-determined by the departments that offer them. Several departments have courses split among distribution areas; these departments submitted proposals to ARC for review and approval. However, there is no well-defined procedure for reviewing new course proposals submitted by these departments. ARC and OAA agree that that these departments should determine the course distributions in their new course proposals and communicate with OAA Curriculum Coordinator. ARC recommends that the Curriculum Coordinator communicate with CLAS Curriculum Committee to formalize the definitions of Arts & Letters, Science and Social Science courses for future course distribution decisions.

### **Assessment-Based Learning Credits**

Cindy Baccar attended ARC meeting on May 13, 2019 to give an update on Assessment-Based Learning credits and PSU's transfer articulation policy that was approved by ARC in November 2016. ABL is one of the tools created to support the Willamette/Northwest Promise. There is an Oregon Senate Bill (SB 800) for the 2019 regular session seeking to align ABL credits among higher education institutes. If SB 800 is passed, then we are required by law to participate in the course alignment process and provide statistics of accepted or not accepted transferred ABL credits to HECC. RO is collecting transferred ABL credits for newly admitted students.

The committee wishes to thank Becki Ingersoll, Nicholas Matlick, and Mindy Hendley for their excellent support of our work.

### **Appendix. Petition Record Analysis Fall 2014 to Winter 2019 (Jan 14, 2019)**

The ARC petition records are from Fall 2014 to Winter 2019 (up to January 14, 2019). This appendix provides a summary of the petition records.

There is a total of 1,227 submitted petitions (around 300 petitions annually). Of these 1227 petitions, 145 (or 11.8%) were denied.

Each petition record contains the following attributes:

- Date of Petition
- First Major
- Degree (or Degree Code)
- Proposed Graduation Term
- Proposed Graduation Year
- Earned PSU Hours
- Overall Hours Earned
- Has Applied to Graduate
- This petition is in regard to
- Degree Requirements - Reason for this request
- ARC decision (e.g., Yes, Grant in Part, Deny)

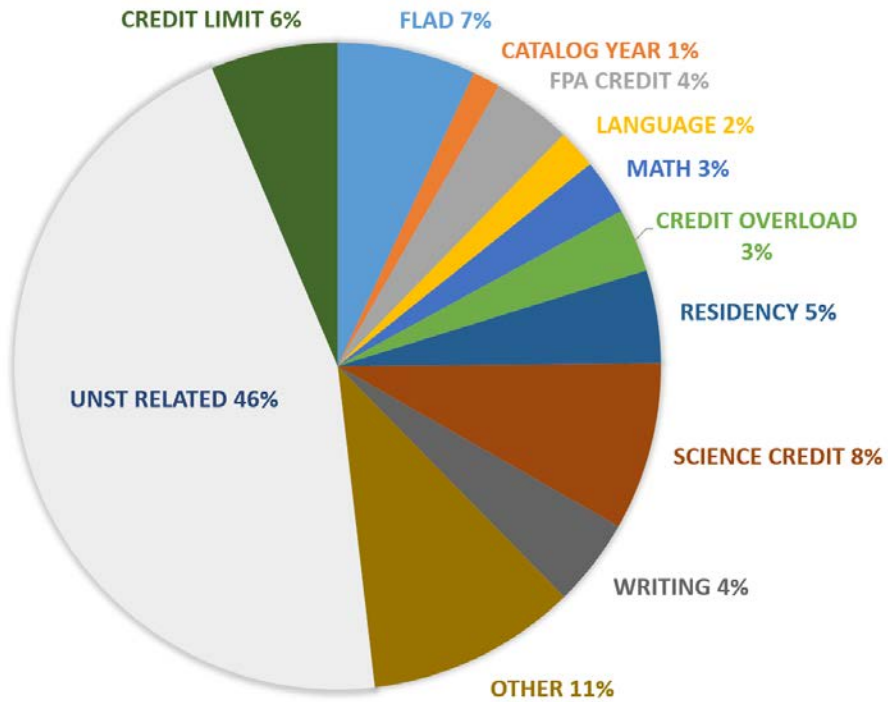
There are 558 (or 45.5%) petitions that are related to the University Studies requirements. Of these 558 petitions:

- FRINQ: 24 (4.3%)
- SINQ: 80 (14.3%)
- Cluster-U TO U: 221 (39.6%)
- Cluster: 225 (40.3%)
- Capstone: 8 (1.4%)

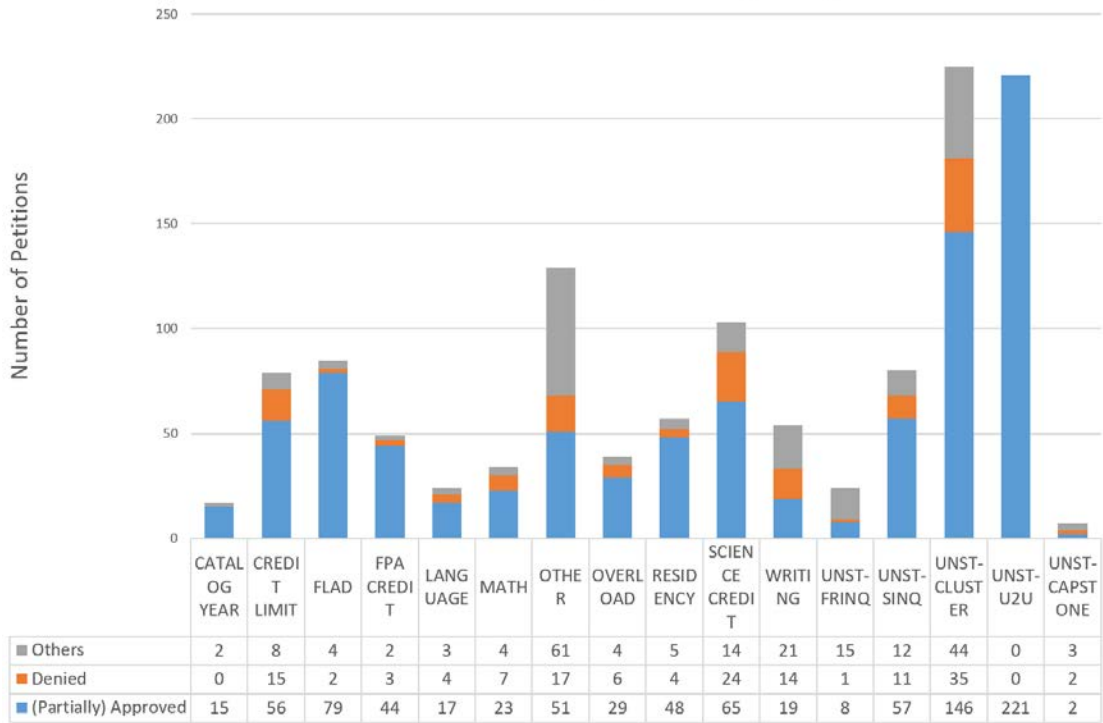
## Number of Petitions Per Term



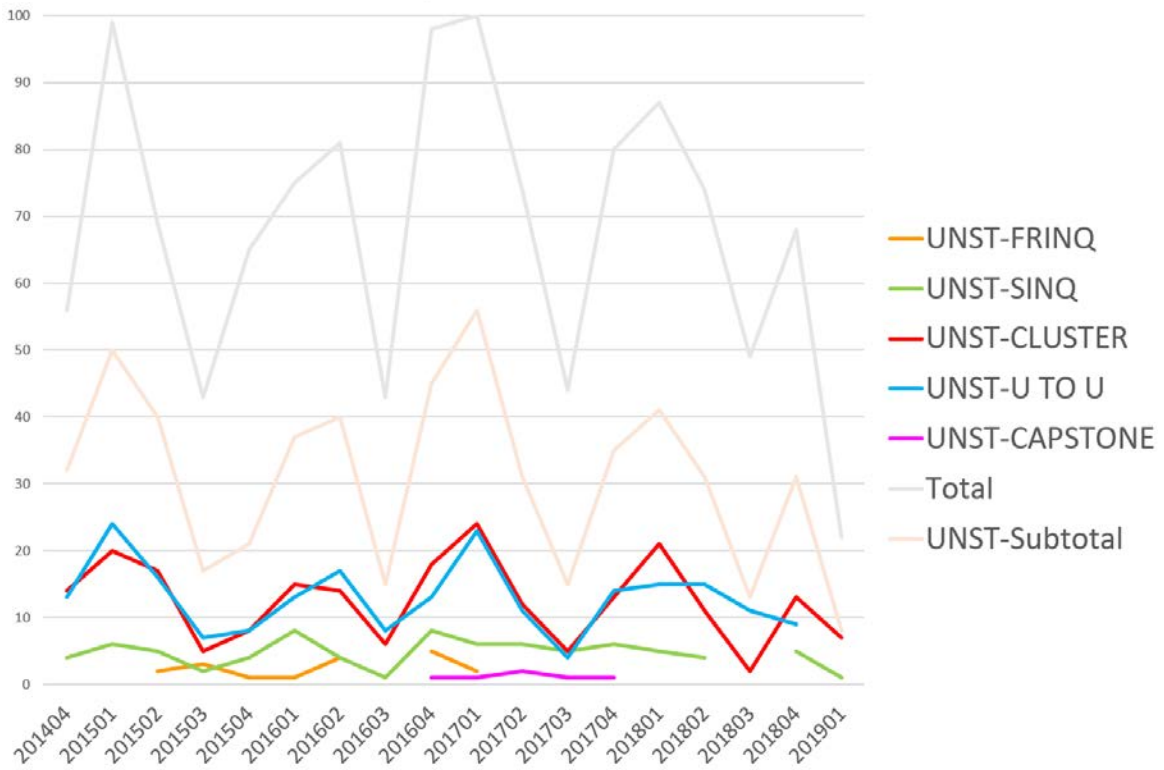
## ARC PETITION SUBJECTS



### ARC Petition Types and Decisions Fall 2014 to Winter 2019 (as of Jan 14, 2019)



### University Studies Related Petitions



CLUSTER Petitions (not including U TO U petitions)	COUNT
A U course was misregistered without the U	1
American Identities	3
American Studies	9
Community Studies	6
Design Thinking, Innovation, Entrepreneurship	13
Environmental Sustainability	7
Environmental Sustainability/Global Environmental Change	1
Families and Society	12
Family Studies	1
Freedom, Privacy, and Technology	4
Gender and Sexualities Studies	22
Global Environmental Change	4
Global Perspectives	58
Healthy People/Healthy Places	9
Interpreting the Past	14
Knowledge, Values, and Rationality	18
Leading Social Change	8
Popular Culture	23
SCI 314	1
Science in the Liberal Arts	11
<b>Total</b>	<b>225</b>

# ARC Decisions

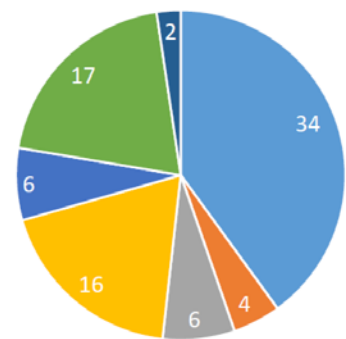
ARC Decision	UNST-Related Petitions	All Other Petitions	All Petitions
(PARTIALLY) APPROVED	434 (77.9%)	446 (66.6%)	880 (71.7%)
DENIED	49 (8.8%)	96 (14.3%)	145 (11.8%)
OTHERS	74 (13.3%)	128 (19.1%)	202 (16.5%)
TOTAL	557 (100%)	670 (100%)	1227 (100%)

ARC Decision	FRINQ	SINQ	CLUSTER	U TO U	CAPSTONE
(PARTIALLY) APPROVED	8	57	146	221	2
DENIED	1	11	35	0	2
OTHERS	15	12	44	0	3
TOTAL	24	80	225	221	7

FLAD Petition Counts by Majors and Pathways 2014-2018

Pathway	Pathway Subtotal	First Major	Count
Business	34	BUSINESS ADMINISTRATION: ACCOUNTING	4
		BUSINESS ADMINISTRATION: ADVERTISING MANAGEMENT	3
		BUSINESS ADMINISTRATION: FINANCE	4
		BUSINESS ADMINISTRATION: HUMAN RESOURCES MANAGEMENT	2
		BUSINESS ADMINISTRATION: MANAGEMENT AND LEADERSHIP	9
		BUSINESS ADMINISTRATION: MARKETING	5
		BUSINESS ADMINISTRATION: SUPPLY AND LOGISTICS MANAGEMENT	7
		Design, Creativity, and Performance	4
ART: ART PRACTICES	1		
FILM	1		
MUSIC: EDUCATION	1		
Engineering, Computer Science, Mathematics, and Physics	6	ELECTRICAL ENGINEERING	2
		MECHANICAL ENGINEERING	3
		PHYSICS	1
		Health, Science, and the Earth	16
ENVIRONMENTAL SCIENCES	1		
ENVIRONMENTAL STUDIES	2		
HEALTH STUDIES: COMMUNITY HEALTH EDUCATION	4		
HEALTH STUDIES: HEALTH SCIENCES	2		
HEALTH STUDIES: PHYSICAL ACTIVITY/EXERCISE	1		
SCIENCE	5		
Language, Culture, and Meaning	6	ARTS AND LETTERS	3
		COMMUNICATION STUDIES	1
		LIBERAL STUDIES	1
		PHILOSOPHY	1
Society and Identity	17	CHILD AND FAMILY STUDIES	4
		PSYCHOLOGY	5
		SOCIAL SCIENCE	4
		SOCIAL WORK	1
		SOCIOLOGY	3
Urban, Public, and Global Affairs	2	COMMUNITY DEVELOPMENT	1
		CRIMINOLOGY AND CRIMINAL JUSTICE	1

FLAD Petitions by Pathways



- Business
- Design, Creativity, and Performance
- Engineering, Computer Science, Mathematics, and Physics
- Health, Science, and the Earth
- Language, Culture, and Meaning
- Society and Identity
- Urban, Public, and Global Affairs