

Present: Medora Barnes, Cecile Brennan, Rebecca Drenovsky, Jeffrey Dyck, Tina Facca-Meiss, Margaret Farrar, Peggy Finucane, Penny Harris, Marty Hendren, Matthew Johnson, Daniel Kilbride, Angela Krueger, Anne Kugler, Graciela Lacueva, Kathy Lee, Patrick Mullane, Kathleen Manning, Maria Marsilli, Pam Mason, Sheila McGinn, Phil Metres, Keiko Nakano, Mike Nichols, Tamba Nlandu, Mindy Peden, Martha Pereszlenyi-Pinter, Cathy Rosemary, Debby Rosenthal, Michael Setter, Barb D'Ambrosia for Paul Shick, Andy Welki, Sheri Young

1. **M. Farrar – Introduction to new department chairs**

CH – Mike Nichols

CLMC – Gwen Compton-Engle

ED – Cathy Rosemary, Mark Storz

HS – Matt Berg

SC – Rich Clark

**Announcements –**

Listening sessions will be held on Wednesday, May 3rd, Faculty and Staff session will be held from 2-3:30 in the LSC. Please encourage dept. faculty and staff to attend.

Enrollment numbers are up from 657 at this time last year to 754 currently. The hard work that everyone did really made a difference.

There will be money for travel requests this year. Not as much as in years past so please prioritize. Please send guidelines to department faculty. Deadline for submission to the CAS Dean's office is July 3, 2017.

Department Chair evaluation; expect individual feedback and commentary over the summer. The general result will be discussed at the CAS Chairs retreat, tentatively scheduled for Aug. 21-22. More information to come.

The spring faculty meeting will be held on May 10, 3:30-5:00 in the LSC.

Budgets –Dennis Hareza is developing an initiative toward more budget transparency. Expect requests regarding spending on PT faculty and establishing baselines; actual spending based on classes that we offer. More strategic spending is needed.

2. **Introduction – Marty Hendren, Registrar, Angela Krueger, Asst. Registrar – *Transfer Credit Initiatives*** (Handout Distributed )

Research was conducted by Angela Krueger, in conjunction with Fairfield University which resulted in 2 initiatives presented to the Faculty Council and CAP.

- Reinstating the practice of vetting 100/200 level courses in the Registrar's Office.
- Accepting a score of 3 for all AP courses.

It was determined that the vetting of 100-200 level courses will be the primary responsibility of the Registrar's Office where they will implement standardization of vetting 100-200 level courses by applying the standard rubric from National Best Standards and Practices. Concerns include:

- Course equivalency in the Sciences will need to be evaluated by someone in the field.
- How much of the 70% is content is related to the learning outcomes?

M. Hendren responded that it was anticipated that the Sciences may be a problem. Easing in may be a better way to approach these issues. The Registrar's office will communicate with each

department until a comfort level is established. Angela Krueger explained that they have spoken to other institutions and will meet with chairs to build, track, and provide consistency over time. Faculty from TRS and BL had concerns about the volume of new courses to vet, vetting comparability, and AP courses. Sheri Young requested that data be sent so that she could discuss with the PS faculty. Marty Hendren encouraged the chairs to send an email if they would like to meet with Angela before the semester ends.

M. Farrar stated that it must be understood that most institutions have this practice standardized in the Registrar's office and expressed thanks that Marti, Angela, and their team are willing to take this on.

3. **Introduction of Patrick Mullane, Exec. Dir. of Career Services – CAS Professional Development Program** (Handout distributed)

A survey was sent out for the purpose of Arts & Sciences to gain a better understanding of the Professional Development Program (PDP). P. Mullane began by saying that the PDP will not add nor take away from the faculty's workload. Currently, Career Services is in the process of adapting and revising what the Boler School of Business is doing. In Boler, students must complete 28 requirements over seven semesters in order to graduate which does not play out well. Arts & Sciences sat down to determine the core requirements and electives. There are 6 items that are required, four to be completed by Jr. year and two by Sr. year. Working closely with Michelle Halloran (Dir. BSOB Student Professional Dev. Program) CAS determined a number of career courses, with the exception of internship courses, to move toward the goal of offering a curriculum to the student body next year. Career services has engaged with CAS to develop a pilot program in order to gauge the student's experience. Departments are needed to join in the pilot program. P. Mullane requested that the willing departments identify a few students trained in event coordination that can help facilitate the pilot program. It is hoped that alumni will participate in presenting information to students and help them prepare to make their desires a reality. Last year there were 11-15 career events, this year they are looking toward a goal of 200. Workshops would be one and a half hours in length with appointments as an elective component. May consider moving some things to co-hort advising. The vision is for the JCU development program to recruit within the majors. All students ideally will:

- Meet with faculty to discuss their experience.
- Meet with Jr.'s and Sr.'s
- Meet with Alumni that are 5 years out, in order to articulate their experiences.

Patrick Mullane added that they will also be looking into capstone requirements and a certificate in professional development. Please indicate your interest to the Dean, or Associate Dean's. The initial goal is to have the rules and regulations figured out and a decent delivery system for tracking. Conversations should start by mid-June. Career Services will send information to Dean Farrar for dispersal to the chairs.

4. M. Farrar – Thanks and gratitude for all that the chairs have done over the AY 2016-2017.

Meeting Adjourned: 5:00 pm

# CAS Professional Development Program

Topic	Required/Elective	Timing	Mode of Delivery
Cover Letters	R	By Jr Year	By workshop and appointment with career services
Introduction to Networking	R	By Jr Year	By workshop
Resume Writing	R	By Jr Year	By workshop and appointment with career services
Career Exploration Panels – Alumni and others	R	Jrs year focused, all invited	Event facilitated by CS or directly done by department or student organizations
Professional Impressions/Conduct	R	Sr Year	Workshop or event
Introduction to Interviewing	R	Sr Year - Fall	By workshop
<b>Electives can be taken at any time</b>			
Navigate LinkedIn	E		By workshop
Finding the Right Internship	E		By workshop
Research an Opportunity	E		By workshop
The Phone Interview	E		By workshop
Behavior Based Interviewing	E		By workshop
LinkedIn 101	E		By workshop
The Elevator Pitch I &II	E		Change title? By workshop
How to Handle Criticism, Feedback and Praise	E		By workshop
Build a Network	E		By workshop with career services

Topic	Required/Elective	Timing	Mode of Delivery
<b>Graduate/Professional School and Fellowship Advising</b>			
Application Process and Timing	E	Sr Year	Workshop
Test Prep	E	Sr Year	With test prep service
Personal Statements/Statements of Purpose	E	Sr Year	Workshop
Interviewing	E	Sr Year	Workshop or appointment with career services
Surviving Graduate/Professional School	E	Sr Year	Alumni panel

## TRANSFER CREDIT INITIATIVES

SPRING 2017

As part of the effort to improve transferability of courses for current and potential students (freshman and transfers), the Office of the Registrar is implementing two initiatives; 1) reinstating the practice of vetting the 100/200 level courses in the Registrar’s Office and 2) accepting a score of 3 for all AP courses.

1. Return to the registrar’s office the primary responsibility for vetting 100/200 level courses for transferability.

### OBJECTIVE

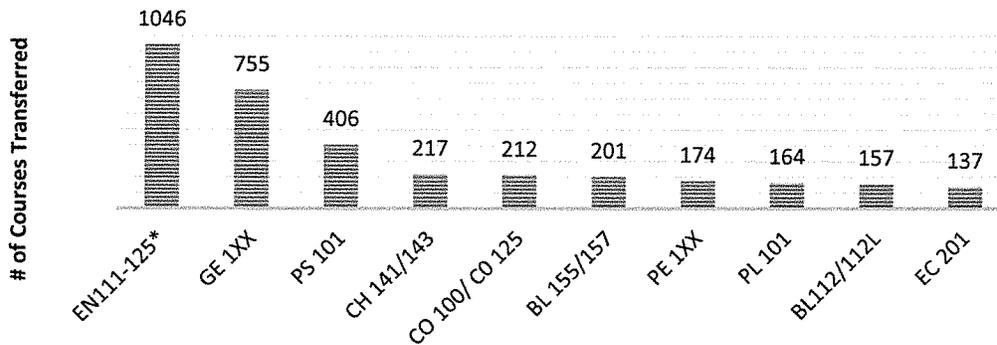
- Decrease the administrative burden on faculty and staff
- Decrease response time to current and potential students
- Use a standardized process for vetting all 100/200 level courses in accordance with national best practices

### RATIONALE

Table 1. below displays the average time to completion for a single transfer course petition. For potential transfer students this process can take weeks, which often results in withdrawn applications. Current students who are taking courses elsewhere over the summer often miss deadlines for registration. Figure 1. shows the largest volume of work resides with 100 and 200 level courses. Appendix B includes transfer credit data by department and institution.

**Figure 1. Top 10 Most Commonly Transferred Courses, fall 2014 to the present**

\* This column combines EN 111, EN 112, EN 1XX, and EN 125 to reflect the transfer courses that have met the core writing sequence



**Table 1. OnBase Transfer Course Reviews by Student Type and Month/March-September 2016**

Month	Current Student	Average time to complete petition	Freshmen/Prospective/Transfer student	Average time to complete petition	Total
March	283	23	200	30	483
April	353	19	226	15	579
May	207	4.25	221	2.4	428
June	29	4.8	372	3	401
July	30	10.8	182	3	212
Aug	44	6.4	213	2	257
Sept	99	2.6	156	3.5	255
					2615

## Processing 100/200 Level Courses

The Registrar's Office will evaluate all 100- and 200-level courses (i.e., basic and general level coursework) for the awarding of JCU credit to transfer students, new freshmen, and continuing students seeking to take courses elsewhere.

Credit is awarded, after vetting is finalized, for coursework successfully completed at an appropriately accredited<sup>1</sup> institution with a grade of C or higher. Courses with P (Pass) or S (Satisfactory) grades can also receive credit dependent upon the awarding institution's Pass/Fail policy.

For courses without matching equivalencies:

Coursework will be reviewed and evaluated for a <sup>(70% match<sup>2</sup>)</sup> Equivalency as determined by the following criteria:

1. **Acceptability:** "course work acknowledged by the university as having met standards for evaluation and award of undergraduate transfer credit, independent of delivery methods."<sup>3</sup>
  2. **Comparability:** "course work that is comparable in content, expectations, and credit hours to courses offered at John Carroll<sup>4</sup>."
- On occasion, a syllabus may be required to determine a 70% match.
  - Transfer courses deemed equivalent to JCU courses will be awarded credit for the identified equivalent course. Transfer courses that may count towards Core requirements will remain under the purview of the Core Director.
  - Transfer courses evaluated as applicable to a JCU department, but not to a specific JCU course, may be awarded departmental elective credit.
  - Transfer courses evaluated as college-level, but do not match specific JCU courses or departments, may be awarded General Elective credit. This includes some student success and college orientation courses.

## FOR 300- AND 400-LEVEL, AND MAJOR REQUIREMENT COURSES

Review of 300 and 400-level courses will be the purview of the academic Associate Deans for each division. Department chairs and program directors will be consulted for specialized courses and upper-level major requirements.

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<sup>1</sup> Appropriately accredited institutions are recognized by one of the six regional accrediting bodies.

<sup>2</sup> This figure is based on industry best practices and recommendations from AACRAO, HLC and the OH DoE.

<sup>3</sup> <http://faculty.jcu.edu/facultycouncil/files/2016/04/Transfer-credit-proposal.pdf>

<sup>4</sup> <http://faculty.jcu.edu/facultycouncil/files/2016/04/Transfer-credit-proposal.pdf>

2: Use the AP score of 3 as the standard for the award of college credit. See Table 2. below for a list of affected AP courses

**OBJECTIVE**

- Improves attractiveness to transfer and freshman applicants
- Removes barriers to awarding AP credit without compromising academic excellence

**RATIONALE**

The number of students reporting AP scores to JCU is declining at a time when most institutions are seeing an increase (see Appendix B, Table 2.). Ohio state data supports using the score of 3 as the baseline for awarding credits. Students at Ohio institutions who took the second course in a sequence after bringing in AP credits for the first, with the score of 3, were as successful in subsequent courses in the disciplinary sequence (e.g., Calculus I and Calculus II, English Composition I and II, and so on) as students with higher scores on the exam. Public schools throughout Ohio are required to accept a score of 3 and the majority AJCU schools use this standard. Appendix B includes links to further evidence.

<b>AP Exam</b>	<b>Minimum AP Score</b>	<b>Semester Hrs</b>	<b>JCU Course Equivalent</b>
Art History	4	3	AH 101
Music Theory	4	3	FA 1XX or FA elective
Studio Art: 2-D Design	4	3	AH 110
Studio Art: 3-D Design	4	3	AH 1xx or AH elective
Studio Art: Drawing	4	3	AH 240
English Language and Composition	4	3	EN 125
English Literature and Composition	4	3	EN 125
Comparative Government and Politics	4	3	PO 102
European History	4	6	HS 201-202
Human Geography	4	3	HS 271
Psychology	4	3	PS 101
United States Government and Politics	4	3	PO 101
United States History	4	6	HS 211-212
World History	4	6	HS elective (200 level)
Calculus AB (or AB subscore on BC exam)	4	4	MT 135
Chemistry	4 5	3 6	CH elective CH elective
Latin	4	6	LT 201, LT 232

## APPENDIX A: Additional transfer credit data

Figure 2. *Top 5 Departments Awarding Transfer Credit, fall 2014 to the present*

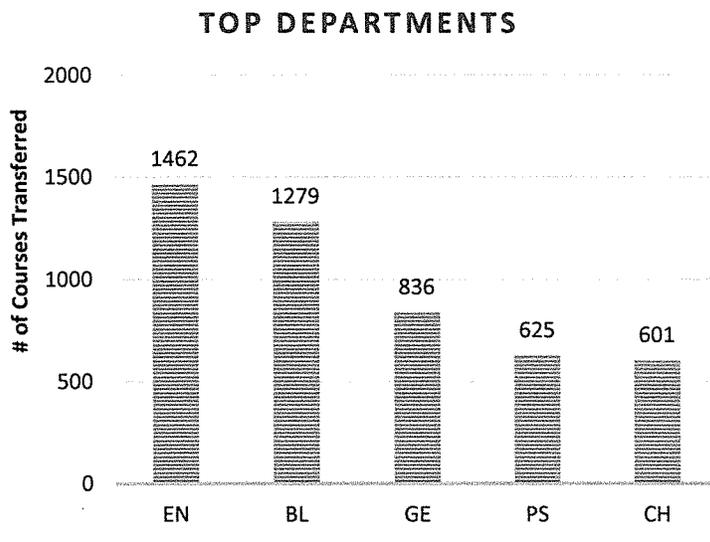
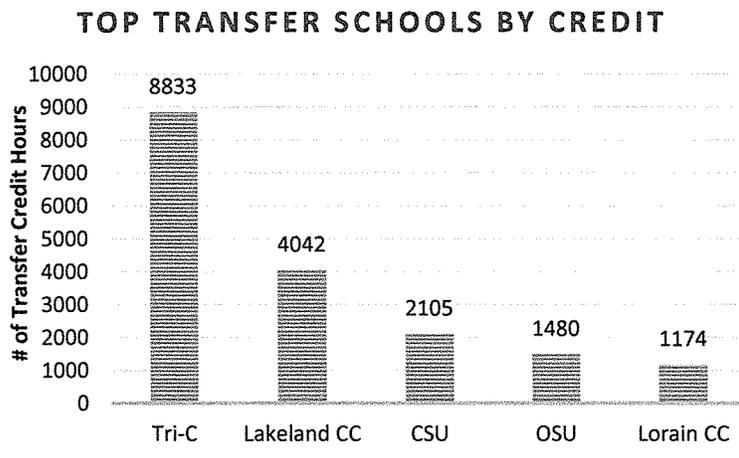


Figure 3. *Top 5 Schools from which Students Transfer, fall 2014 to the present, by the sum total number of transfer credit hours.*



**APPENDIX B: AP COURSES UNDER CONSIDERATION AND EVIDENCE FOR REVISING AP EXAM SCORE ACCEPTANCE PRACTICES AND AP COURSES UNDER CONSIDERATION**

Ohio DOE report on the impacts of AP policy can be found here:

[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/ATC\\_KB/AP\\_Report\\_4-Year\\_Main\\_Campuses\\_uploaded%20to%20web\\_2013\\_docx.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/ATC_KB/AP_Report_4-Year_Main_Campuses_uploaded%20to%20web_2013_docx.pdf)

College Board evidence for the improved outcomes for the AP score modification can be found here:

<https://aphighered.collegeboard.org/setting-credit-placement-policy/credit-granting-recommendations>

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/comparison-of-academic-outcomes-ap-2017.pdf>

<http://research.collegeboard.org/sites/default/files/publications/2012/8/researchreport-2011-4-ap-performance-1st-year-subject-grades.pdf>

College Board Trends Report as taken from “2016 Summary of AP Examination Scores | John Carroll University”:

JCU vs. All Institutions								
	JOHN CARROLL UNIVERSITY				TOTAL COHORT			
	#of Exam Takers Reported	% of Total Exam Takers Reported	#of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher	#of Exam Takers Reported	% of Total Exam Takers Reported	#of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher
TOTAL	285	100.0%	933	214	1,324,038	100.0%	4,422,946	829,970
Change from last year	-5.3%		-5.9%	-6.1%	+2.3%		+6.0%	+3.1%

JCU Three-Year Trend												
	2016				2015				2014			
	#of Exam Takers Reported	% of Total Exam Takers Reported	#of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher	#of Exam Takers Reported	% of Total Exam Takers Reported	#of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher	#of Exam Takers Reported	% of Total Exam Takers Reported	#of Exam Scores Reported	# of Exam Takers Reported Scoring 3 or Higher
TOTAL	285	100.0%	933	214	301	100.0%	991	228	303	100.0%	928	227
Change from last year	-5.3%		-5.9%	-6.1%	-7%		+6.8%	+4%	0.0%		-2.2%	-3.8%

