

JOHN CARROLL UNIVERSITY
UNIVERSITY COMMITTEE ON THE STUDENT LEARNING EXPERIENCE

Mark McCarthy, Jim Krukones, Todd Bruce, Sherri Crahen, Carlo DeMarchi, Margaret Farrar,
Sr. Katherine Feely, Rodney Hessinger, Devvin LaBarge, Stephanie Levenson, Stacey Love,
Brandi Mandzak, Al Miciak, Michelle Millet, Maryclaire Moroney, Patrick Mullane, Ed Peck,
Karen Schuele, Amy Wainwright

February 13, 2019
8:30 a.m.; CAS Dean's Conference Room

NOTES

Present: M. McCarthy, J. Krukones, S. Crahen, C. DeMarchi, M. Farrar, K. Feely, R. Hessinger, S. Levinson, S. Love, A. Miciak, M. Millet, M. Moroney, P. Mullane, E. Peck

The notes from the meeting of January 16, 2019, were approved.

J. Krukones began the meeting with an announcement that Todd Bruce would be taking some well-deserved time off to recover from the HLC preparation and visit, which all agreed went very well. He also recognized the work of P. Mullane and Career Services for a successful and well-run Career Fair.

Committee members then provided feedback about the HLC visit. The meetings were generally positive, and people commented on the extensive improvement in developing and implementing assessment efforts across the curriculum and co-curriculum. Mention was made in the meeting with the Faculty Council that concerns remain about the continued work on shared governance. While the reviewers were sympathetic to the challenges of connecting planning to budgets, they recognize that there is a process in place that seems to be working and that USPG has the opportunity to provide input. The one area identified as needing improvement relates to Diversity and Inclusion. While we now have a strategic plan for Inclusive Excellence, the implementation of the plan will require vigilance and leadership. The DEI has made recommendations to the President about the structure and personnel needed for this work.

The remainder of the meeting dealt with the strategies and tactics identified by faculty and staff at the January Professional Development Day, whose theme was "What the Heck is Student Success?" This event was held on January 11 and focused on three questions: What is student success? What can we do to promote student success? How can student success be measured or assessed? Faculty and staff who attended the event generated strategies/tactics related to six research-based principles and processes for student success: Personal Validation, Self-Efficacy, Sense of Purpose, Reflective Thinking, Self-Awareness, and Social Integration. Committee members discussed the strategies related to each of the principles and identified next steps or additional considerations as appropriate.

Personal Validation: The strategy identified was for faculty and staff to learn and use the names of the students in their classes, programs, and services. It was suggested that photos of students from their ID cards be included in Canvas and other software programs linked to the student data base. M. Moroney agreed to contact Jim Burke in ITS to inquire how or if this can be done. It was suggested that faculty would benefit from a format that includes the whole class with pictures and names. Also proposed was an increased effort to assist staff and faculty in pronouncing names as part of intercultural competency training.

Self-Efficacy: The strategy identified was to utilize or develop self-assessment tools that focus on strengths, skills, abilities and areas for growth and to assist students in identifying and utilizing campus resources to further develop self-reliance, resiliency, and ultimately self-authorship. Mention was made that the First-in-the-World project utilized a number of different instruments related to self-efficacy. It was suggested that Beth Rosenthal be invited to a future meeting to share some of the results and key findings from the FITW assessments and in this way explain what has been learned about the strengths and support needs of entering students. Gathering information prior to and at matriculation could be an effective way to begin shaping students' goals and aspirations. Connecting students to advisers, faculty and other mentors to assist and empower them in achieving their goals is also necessary. A. Miciak suggested that an assessment of emotional intelligence could be useful in gauging students' awareness of themselves and others.

Reflective Thinking: Strategies identified for this principle focused on expanding orientation programs that are developmentally appropriate for each of the four years of a typical student's academic career. This might include modifying the cohort experience to include upper-class peer facilitators as well as faculty and staff members meeting with small groups to engage key questions for reflection/consideration on an annual basis. The discussion touched on the use of portfolios as well as electronic advising folders via Banner 9 which can help track student progress on achieving academic and professional development goals. Linkages to the Boler and CAS Professional Development Programs were also suggested.

Sr. K. Feely mentioned the work of the Experiential Learning Working Group to create a model that scaffolds the various academic and co-curricular experiences across a student's entire undergraduate career and suggested that the model could be expanded to include various touch points and opportunities for engaging students in developmentally appropriate ways. It is important to have representatives from ITS involved to better understand how systems are communicating. It would also be helpful to convene a meeting or working session of appropriate and interested departments to map out the various ideas, projects, software packages and tracking systems; such a meeting would include the Registrar, Academic Advising, Career Services, Summer Orientation, the Library, and academic departments. In addition, the input of students is necessary to ensure that they will engage with advisors, faculty, and mentors. In short, further discussion is needed to flesh out all of these ideas.

The consideration of strategies related to the final two principles for success (Self-Awareness and Social Integration) will have to await a subsequent meeting.

The meeting ended at 10:00 a.m.

Notes recorded by M. McCarthy