

**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

March 20, 2019  
8:30 a.m.; CAS Dean's Conference Room

**NOTES**

Present: J. Krukones, T. Bruce, S. Crahen, C. DeMarchi, K. Feely, R. Hessinger, D. LaBarge,  
S. Levenson, S. Love, B. Mandzak, A. Miciak, M. Moroney, P. Mullane, E. Peck, A. Wainwright;  
Guests: B. Rosenthal, C. Wenzel

The notes from the meeting of February 13, 2019, were approved.

Continuing the discussion of student success from the previous meeting, the group invited B. Rosenthal to address them about relevant aspects of the "First in the World" grant, for which she has been the coordinator for the past three years. She used a PowerPoint presentation to provide some background about the grant and then to present some preliminary results. The current academic year (2018-19) represents the final year of the four-year grant; a request will be made to extend the grant by one year at no additional cost. Along the way, data have been collected on three cohorts of first-time, first-year students, totaling 1,800. There are more than 600 variables of data for each cohort. More than 50 full-time and part-time faculty have offered 60 aligned course and participated in development workshops on teaching effectiveness. The analysis of the data has begun with the goal of engaging our academic advisors with the resulting information. The FITW project has three major components: 1) to develop and test an aligned learning model; 2) to enhance institutional capabilities; and 3) to develop predictive analytics capability. Thus far the aligned learning model seems to have had modest effects, although it will be interesting to observe how intervention students perform in the Core's linked courses. Related to the FITW grant, the College Student Inventory (CSI) provides detailed information about each student's academic motivations, areas of risk, and receptivity to specific student services. The CSI is used by more than 1,400 institutions and completed by more than 2.6 million students across the country. It offers the opportunity to intervene with students earlier, with a correspondingly greater chance for success. It also makes possible the prioritization of interventions by assessing the strengths and challenges of each student, i.e., by basing them on reliable student data. In the fall of their first year at JCU, Cohort 1 students responded to the CSI survey and, in the following spring semester, the MYSA (Mid-Year Student Assessment) survey. In both the non-intervention (Blue) group as well as the intervention (Gold) group, students rated their desire to finish college significantly lower than at the start of their freshman year. Neither group, however, evidenced a difference regarding their desire to transfer between early in the academic year compared to spring. Significantly, more credits are attempted than earned by both groups in both semesters. Within the intervention group, significant predictors of the desire to finish college are, in order of importance, students' attitude toward educators, study habits, sociability, and family emotional support. For the non-intervention group, the first and most significant predictor in the model is study habits, followed by family emotional support and opinion tolerance. These results might prompt one to ask, If you knew these factors about our first-year students' desire to finish college, what, if anything, might you do differently? The plan is to conduct similar analyses on other CSI measures. In

addition, the Thriving Quotient (TQ) measures the academic, social, and psychological aspects of a student's college experience that are most predictive of academic success, institutional fit, satisfaction with college, and graduation. TQ measures include engaged learning, academic determination, positive perspective, social connectedness, and diverse citizenship. As with CSI data, the information yielded by the TQ survey could help shape student support efforts. The plan is to do analyses that would make possible the comparison and contrast of student outcomes across the CSI and TQ. Summing up, B. Rosenthal noted that "student success" and "thriving" are measurable and quantifiable using instruments such as CSI and TQ. She believes that the measure of predicted academic difficulty is best used to proactively design first-year experiences. FITW's final year is focused on interpreting what the data reveal about student success and thriving at JCU. Toward this end, the project seeks to work more closely with advisors and others. B. Rosenthal's presentation elicited several questions from USPG members. E. Peck asked whether we have access to national survey data as a basis for comparison regarding the behavior of our own students. (B. Rosenthal said she would look into the national data.) A. Miciak wondered what influences student attitudes toward educators. R. Hessinger noted the role of faculty development and student readiness.

Next, C. Wenzel and P. Mullane presented a proposal on student employment that emerged from the Student Employment Working Group. The group reviewed current practices and defined opportunities to improve institutional compliance while exploring ways to develop student employment as a recognized experiential learning experience through professional development and training. After several meetings and a review of relevant materials, the group determined that the University's current process of advertising available positions and student placement did not comply with the Federal Student Aid Handbook. In addition, the job description format did not fulfill regulatory standards. Our pay scale process is also problematic. Moreover, the lack of consistent and standardized training for both supervisors and students demanded attention. The resulting plan to improve the student employment process consists of several measures that will be rolled out over the next two years. In spring 2019, a standardized job description will be developed, employment opportunities will be transitioned from website to the Handshake career network, and a universal pay scale and payment process will be formalized in collaboration with the business office. In April the new process will be communicated to the campus, and supervisor training will begin. During the summer, the new process will be communicated to students and the website will be updated. In addition, the new approach to advertising student employment positions to new and continuing students will get underway. Also, the implementation of the new program for the 2019-20 academic year will begin. In 2019-20, ongoing training for students and supervisors will begin in conjunction with campus partners, the student evaluation and reflection process will be expanded, student and supervisor handbooks will be developed in consultation with HR, and the new student employment experience will be recognized and celebrated. Following the presentation and discussion, the proposal was enthusiastically endorsed by UCSLE.

Next, Sherri Crahen and Amy Wainwright presented a proposal intended to enhance the retention of first-year commuter students through the creation of a cohort of Student Outreach Ambassadors. Each SOA would create a caring mentoring partnership with ten first-year commuter students and act as a resource person and referral source regarding academic, financial, spiritual, and social concerns to ensure that students utilize the full range of University services. It is estimated that the project will cost \$25,000, mostly to compensate the SOAs. The money will be sought from the USPG as a strategic planning initiative. In addition, the program would be a pilot, yielding additional retention data over two years. If successful, the project would partner with the commuter student organization. UCSLE endorsed the proposal.

Finally, S. Levenson spoke about the Celebration of the Class of 2023 scheduled for Saturday, March 30, and encouraged the attendance and participation of UCSLE members.

The meeting ended at 10:00 a.m.

Notes recorded by B. Mandzak