

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

April 17, 2019
8:30 a.m.; CAS Dean's Conference Room

NOTES

Present: M. McCarthy, J. Krukones, T. Bruce, C. DeMarchi, K. Feely, R. Hessinger, B. Mandzak, M. Moroney, P. Mullane, E. Peck, A. Wainwright

Guests: K. O'Dell, L. Atkins

The notes from the meeting of March 20, 2019, were approved.

The meeting began with updates on Pre-Major Advising for 2019-20 from M. Moroney (CAS) and L. Atkins (Boler). M. Moroney said that the AR101 (Cohort Advising) program will continue for another year with some modifications. Based on a recommendation from Student Government, junior/senior peer mentors will be selected to join 40 faculty cohort advisors for the 7-week program. Student Affairs and other student services personnel will also be paired with faculty advisors who would like additional support in their sessions. The peer mentors will be trained during Streak Week, and they will be expected to attend the first advising meeting, which is held after the new student convocation. They will also share their own experiences about transitioning to college and selecting a major as well as information about resources. This will be a 10-12 hour commitment for which the peer mentors will receive a \$100 stipend. Session content will include such topics as vocational discernment/career services, personal finances, using Banner, and developing an academic plan.

L. Atkins mentioned that Boler Student Ambassadors have been in place for 7 years but have not received stipends. Atkins indicated that this may need to be reconsidered so as to be consistent with CAS. The Boler Ambassadors support the AR101 program by attending some sessions but also have responsibilities at other Boler events and enrollment activities. Boler uses two professional advisors to coordinate the advising sessions, which include such topics as expectations of Boler students, meet your major, degree requirements, developing a 4-year academic plan, and preparing for course registration.

K. O'Dell provided an overview of the StrengthsFinder Assessment tool, which was developed by Gallup and is based on positive psychology. It is a well-researched and widely used instrument that measures 34 strengths. It is currently used for campus leadership programs and was previously used in the Boler Professional Development program. It was recommended that we consider administering this assessment to all entering first-year students as part of summer orientation. The results of the assessment could be incorporated into the AR101 programs and the professional development programs in each college. Other programs might find the information useful, too, including leadership and offerings in Career Services. Students would have access to a robust Gallup-designed website to make use of the information gleaned from the assessment. Numerous on-line resources related to Strengths Finder are available as well. Currently four JCU staff members are fully trained to interpret the results and facilitate

sessions based on the information. It would be advisable to have a few more people in both CAS and Boler trained in StrengthsFinder. K. O'Dell suggested that the Orientation and Leadership budgets could cover the cost of StrengthsFinder for 2019 as a pilot initiative.

Sr. K. Feely and P. Mullane provided an overview of progress made by the Experiential Learning Working Group in 2018-19. With the inventory of curricular and co-curricular experiential learning activities completed, the group has been working with the Registrar and others to determine what is being coded and tracked in Banner and other systems. Discussions about a template have occurred with the Registrar. The working group consulted with Elon University regarding its co-curricular transcript and new developments that are moving toward competency or skill-based transcripts, micro-credentialing and badging. Narazeth College has successfully used Tableau to build a dashboard that tracks experiential learning. At JCU work is underway with IT and EAB to build a data hub that will collect data from various sources (siloes). The group raised several questions regarding next steps, e.g., whether moving forward with Tableau makes sense now or whether we should wait until the Data Hub is created. Specific tasks could include the following: (1) working with IMC and Enrollment to "tell the story" of our robust experiential learning offerings; (2) continuing to build out the templates of four-year developmental plans by major to assist advisors and students in articulating academic plans; (3) working with IT and others to create a flow chart of collected data and identifying software systems (portfolios, engagement tracking, etc.) to create a user-friendly record. At this point some strategic decisions need to be made and resources allocated to support next steps.

The meeting ended at 10:00 a.m.

Notes recorded by M. McCarthy