

John Carroll University
University Committee on the Student Learning Experience

Steven Herbert, Sherri Crahen, Brent Brossmann, Todd Bruce, Lisa Cornelius, Carlo DeMarchi,
Rebecca Drenovsky, Sr. Katherine Feely, Tiffany Galvin Green, Bonnie Gunzenhauser,
Kaeleigh Kirkwood '22, Angela Krueger, James Krukones, Stephanie Levenson, Maria Marsilli,
Nikki Marzano, Al Miciak, Michelle Millet, Michelle Morgan, Patrick Mullane,
Maria O'Connor, Kyle O'Dell, Edward Peck, Zachary Rhodes, John Scarano, Amy Wainwright,
Claudia Wenzel

October 21, 2020
9:30 a.m. Zoom Meeting

Present: S. Herbert, S. Crahen, B. Brossmann, T. Bruce, L. Cornelius, C. DeMarchi,
R. Drenovsky, K. Feely, T. Galvin Green, B. Gunzenhauser, K. Kirkwood, A. Krueger
J. Krukones, S. Levenson, M. Marsilli, N. Marzano, A. Miciak, M. Millet, M. Morgan,
P. Mullane, M. O'Connor, K. O'Dell, E. Peck, Z. Rhodes, J. Scarano, A. Wainwright,
C. Wenzel

S. Herbert welcomed the group and S. Crahen convened the meeting with a reading of the August 4th Devotion from the Ignatian Book of Days.

S. Crahen noted P. Mullane would walk the group through the emerging Student Success Model and the vision of student success at John Carroll, with time for questions and discussion. She suggested members read the Strategic Plan Initiative 3 relating to the Student Success Model.

P. Mullane explained the student success model, which has been around for a decade or so and is being utilized at other institutions, including Xavier and Case. The model focuses on: increasing retention, time to completion, improving advisee distribution, enhanced support for special populations, and intentional advising support of all students – in short, Cura Personalis. This is done through hiring and assigning student success advisors who would have a caseload of 250 to 300 students. These advisors would act as a guide and resource for students as they transition into college with a particular focus on the first two years. He outlined the differences between traditional advising (academic planning, course selection and major guidance) with the student success model's 4 pillars: academic planning, financial well-being, career preparation and academic performance. P. Mullane noted that the new model is focused on early identification of issues in these areas that may hinder a student's progress through the University. Depending on how the university decides to proceed, these advisors may or may not engage in academic advising of these students. Having a staff person focused on working directly with individual students has the potential to allow faculty advisors to increase their mentoring role with students. He further noted that the student success model allows for one point of contact, intentional advising, outreach, and the establishment of an academic plan by the end of the first semester. It includes shared communication among advisors, early alert for intervention, and allows top performers to be identified and mentored (scholarships, internships, etc.). Analytics would identify problems students may be encountering earlier than in the past.

P. Mullane then shared the Experiential Learning Pathways Template, developed by the Experiential Learning Working Group, that tracks student engagement in their academic, co-curricular and extracurricular experiences across a student's entire undergraduate career. Having a tool such as this is an end goal of the student success model as it enriches the conversation and planning process for students and their advisors.

P. Mullane noted that, while the Student Success model takes a significant investment to implement, costs necessitate taking a phased approach at John Carroll. He explained staffing changes made in the Academic Success Center, and described the steps needed to move towards this model:

- address staffing challenges,
- resolve academic advising challenges in CAS,
- co-locate Academic Success and Career Services in the Library,
- streamline support services and processes that are cumbersome,
- define support for special populations –1st generation students, students of color – and begin to work now to have the right support in place,
- identify the systems we have/need for analytics and tracking (there should be an answer to this by the end of semester),
- and design and implement a funding campaign.

One model we could use could include blended CAS and Boler advising, academic and career success advisors, professional development (already makes us stand out / need to celebrate more), and professional School advising support. It all depends on what we are able to do and focus on. There was discussion on student peer advising, and on the number of student initiatives already on campus and how to incorporate what we have learned from those efforts.

P. Mullane noted that we need to have conversations on the best way to move forward and coordinated efforts, as this needs to be a collective, University-wide effort to work. When asked about the time frame for implementation, P. Mullane noted that we would work on implementing for the next couple of years, but it may take a lot longer. S. Crahen suggested that, in the context of the reality that Covid is going to impact us next year as well, as we plan for the next 5-7 years, to look at what can happen in years 1, 2 or 3. S. Herbert noted that, as we hire in the Student Affairs area, we should allow the new Vice Provost for Student Affairs to weigh in on the model, but we can't wait too long.

S. Crahen explained the Student Experience Matrix drafted in May, anticipating a reduction of staff. Departments were asked to take a look at the student experience function of their department, and, with the possibility of reduced staff, to think critically about what work to stop or needs to continue in order to provide a positive student experience. S. Crahen stated we need to send the matrix back out to determine the next steps and for conversation on how to continue work. She noted that, with the reality of the reduction in enrollment, we need to think about how that impacts the work we do. There were suggestions to rethink how to do work differently rather than to discontinue it, and to change the work flow process to collaborate with other areas, and coordinate and distribute work across the institution. There were concerns expressed that the matrix focused on reductions and recirculating it would be counterproductive, and that it is hard to find overlap in work if you don't know the area and how the work was done. P. Mullane

explained that the matrix was a baseline that gives us an understanding of where we are now, and we need to look at it holistically, to find the cross overs and be creative.

E. Peck pointed out that the Strategic Plan includes student wellness, and to look at the plan as we move forward together. S. Herbert noted that this is also an opportunity to think about how to brand the student experience at John Carroll: what term to use for branding to convey our holistic approach.

T. Galvin Green reported that the Department of Equity and Inclusion is working to connect the student experience with the Center for Student Diversity and Inclusion and Student Accessibility Services, and meeting the challenges around Covid.

T. Bruce reported that the Retention, Persistence and Completion working group met once since last spring to discuss policy and dashboard-specific metrics related to HLC goals. Once the Strategic plan is approved, the group agreed to work on tactics, which they will then bring back to the UCSLE.

E. Peck reported that the Mission Integration Working Group stopped meeting to work on the strategic planning process. The Group's work before that led to the establishment of the Department of Equity and Inclusion and hiring of T. Galvin Green. E. Peck noted that Mission and Chief Diversity Officers are now meeting jointly. He reported that Campus Ministry has established a virtual presence to meet students on line.

S. Levenson asked about the responses to and any common themes emerging from the recent calls to students. L. Brown reported that the calls are continuing through October 22, and they will pull common themes and share with the UCSLE. They are hearing that there have been great conversations and students are adapting. Emails will be sent to students that haven't been reached through the phone calls. They are developing a plan for phone calls to upper division students, to start on October 26.

Topics for future meetings:

T. Bruce noted the results from the NSSE survey are ready to share with the UCSLE

J. Scarano suggested conversations on the Universal Apostolic Preferences.

Respectfully submitted,
Barbara Lovequist