

John Carroll University
University Committee on the Student Learning Experience

Steven Herbert, Sherri Crahen, L. Atkins, 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

November 11, 2020
9:30 a.m. Zoom Meeting

Present: S. Herbert, S. Crahen, L. Atkins, B. Brossmann, T. Bruce, L. Cornelius, C. DeMarchi,
R. Drenovsky, K. Feely, T. Galvin Green, B. Gunzenhauser, S. Kahn, 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 J. Scarano convened the meeting with a prayer.

Minutes from the September 29 and October 21 meetings were approved.

T. Bruce presented a summary of the 2020 National Survey of Student Engagement (NSSE) results. The survey gives an overview of the extent to which freshman and senior students are engaged in educational practices in the categories of: participation in various educational purposeful activities, institutional requirements and coursework challenges, perception of the college environment, and educational and personal growth. The survey has 40 questions, and results are grouped into engagement indicators and high-impact practices. T. Bruce remarked that the way in which these align with our Core speaks highly of our Core. Two additional sets of questions can be added to the survey, and this year JCU added questions related to the Jesuit Consortium and development of transferable skills. The survey was administered between February 10 and May 1, 2020, and there was a 37% response rate. T. Bruce commended M. O'Connor for the great job she did distilling the data and compiling the results.

T. Bruce summarized the results, noting overall we did well, and pointing out where we did significantly better than comparative groups in the areas of quantitative reasoning, collaborative learning, student-faculty interaction, and quality of interactions (campus environment.) T. Bruce then summarized the lowest performing comparatives for first-year students and graduating seniors. One area, service learning, was perplexing and may be due to students not being aware they were doing service learning. Also, students may have been confused about terms, as a later graph showed a high result for the question asking, "how many of your courses included a community-based project (service-learning.)"

S. Herbert noted that the survey is perception based; we know students do something, but they may not perceive it. The real advantage of the survey is comparing ourselves to other schools. It can also assist us in better explaining, and to be more intentional about, what we want students to do; how to explain that this is a skill set you will have at graduation. It was noted that, while the

survey is useful as a diagnostic to show areas for attention and improvement, it indicates a perception at a point in time.

S. Herbert asked T. Bruce and M. O'Connor for their overall takeaways from this data. T. Bruce noted that he was not surprised by some results and was encouraged overall; results indicate we have good systems in place. M. O'Connor noted that areas of misperception show we need to talk to students more and possibly use different academic terms; to be mindful of this going forward and possibly rebrand some things.

T. Bruce noted this power point presentation, the pdf of comments (names redacted) and other reports provided to us by NSSE will be posted on the faculty/staff Google share drive. T. Bruce also noted he is open to the best way to share data with staff and faculty. After discussion, it was suggested to share the data in a coordinated way to assist with conversations on areas of attention and improvement. There was also a suggestion to share the data with students, to get direct feedback/answers as to why scores are the way they are.

J. Scarano reported on the Four Universal Apostolic Preferences, released on February 19, 2019, by the Jesuit Superior General, Rev. Arturo Sosa, S.J. The 4 Preferences are:

1. To show the way to God through the Spiritual Exercises and discernment;
2. To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
3. To accompany young people in the creation of a hope-filled future;
4. To collaborate in the care of our Common Home.

E. Peck noted that feedback on the current draft of the Strategic Plan pointed out the need to express what distinguishes us from other schools. He suggested that we can look at the Universal Apostolic Preferences as a way to think strategically and distinguish us in the market place, and proposed a connection with the Academic Plan, Student Plan, and including in the introductory materials to inspire and align. It was noted that we are already doing so much indicated in these preferences; it gives a sense of the “why” behind what we do.

S. Herbert reported that K. Malone and a subgroup of the USPG are working on a rewrite of the Strategic Plan, incorporating feedback, modifying language, and organizing around the structure of academic success, student success and institutional success. UCSLE members will have a chance to look at the revised Plan at the December meeting, before it goes to the Board. S. Herbert proposed that the UCSLE would work on framing tactics and implementation as the Plan goes forward. As we look at the Strategic Plan for alignment of high impact practices and new ways to expand experiential learning, S. Herbert noted the Experiential Learning Committee will be reconstituted. He also proposed creating a Student Success Committee, to coordinate integration, articulate what student success means, and develop measures and metrics.

S. Herbert suggested two potential topics for the next UCSLE meeting

- Brief discussion of NSSE response strategy; how to address challenges and opportunities, and how to align and frame conversations.
- Student Success Committee – what student success means / holistic model.

He also noted that he will keep the working group updates as part of the agenda, in case anyone want to bring an item up at the meetings.

Respectfully submitted,
Barbara Lovequist