

University Committee on the Student Learning Experience

Meeting Notes – February 7, 2018

Committee Members Present: N. Santilli, M. McCarthy, C. DeMarchi, M. Farrar, K. Feely, R. Hessinger, S. Love, M. Moroney, P. Mullane, E. Peck, K. Schuele, D. Shutkin

1. Notes from the January 24, 2018 were reviewed and approved without changes.
2. Capital Budget/Deferred Maintenance Overview – Guests: April Skurka, Carol Dietz, and Dennis Hareza. April presented a summary of capital needs for fiscal years 19-21 as well as an overview of the ages of buildings and renovations. Three categories of needs were addressed in the presentation:
 - Deferred Maintenance - 15.4 million (6.5 million masonry)
 - Capital Renewal. 25.9 million
 - Capital Improvement - 4.8 million

A detailed listing of the Facilities Capital for Academic Buildings was shared. These buildings include Dolan Science Center, Administration Building, B- Wing, Boler School, O'Malley Center, Grasselli Library, Breen Learning Center, and Classrooms.

A question was raised regarding how renovation plans for classrooms and labs related to the work of the Space Committee as well as the strategic plans related to enrollment and distinctive academic programs. For example, are the growing needs for Exercise Science, Counseling and Business being considered as part of the capital renewal/improvement elements of the Facilities Plan? In addition, it was suggested that the Facilities Plan intersect with plans related to Information Technology infrastructure (including what type of technology is needed and where). The presenters made note of these issues for further consideration. Carol Dietz offered to meet with the Deans, Library Director, and others as a follow up to the presentation to UCSLE.

3. Working Group Updates
 - a. Experiential Learning – work continues to gather input from academic and co-curricular units to populate a template that reflects experiential engagement opportunities aligned with academic programs and organized developmentally as appropriate over the course of a 4-year undergraduate experience. In CAS there is an increasing level of buy in and collaboration to create pathways that give students learning opportunities that go beyond the classroom; including research, fieldwork, internships, career preparation.

In the coming year, tactics related to experiential learning include completing the data collection, creating the grid for and with departments, developing a graphic visual to reflect the options available to students (assists enrollment in marketing JCU), providing faculty with opportunities to learn about and utilize the experiential learning matrix to support advising and to assist students in mapping out personalized educational plans.

Meeting participants discussed the ultimate purpose for experiential learning as a means for students to meet the University Learning Goals of Intellect, Character, Leadership and Service. By creating experiential learning pathways aligned with academic and career goals, students will see the landscape of opportunities available to

them and how they may progress over the course of the undergraduate experience. The Map tells the story and is meant to be descriptive not prescriptive.

It was suggested that there is a need to invest more fully in academic advising in order to assist students make the most of their experiential learning experiences.

- b. Enrollment, Persistence and Completion Working Group – work continues to analyze data on retention for the last five entering cohorts. Data regarding transfer students is also being analyzed. In fall of 2017, more transfers entered JCU from 4-year institutions than 2 year. Particular attention is being given to first year students who are high achievers and leave JCU. National Clearinghouse data provides information about where they are transferring. Several members of the committee raised the retention of sophomores as an issue in that there are few if any programmatic interventions designed for sophomores. Policy and practice around selection of majors are also not clear or consistently applied. It was suggested that engaging sophomores in experiential educational opportunities including undergraduate research might have an impact on their engagement and retention.
4. In March, the Student Affairs and Academic Affairs committees of the Board of Directors will meet together. Reports from each of the UCSLE Working Groups will be part of the agenda for this joint meeting.

Respectfully submitted by,

Mark McCarthy
Vice President for Student Affairs