

**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 La Barge '19,  
Stephanie Levenson, Stacey Love, Brandi Mandzak, Al Miciak, Michelle Millet,  
Maryclaire Moroney, Patrick Mullane, Ed Peck, Karen Schuele, Amy Wainwright

September 19, 2018  
8:30 a.m.; CAS Conference Room

**NOTES**

Present: M. McCarthy, J. Krukones, T. Bruce, S. Crahen, C. DeMarchi, M. Farrar, K. Feely, R. Hessinger, D. La Barge, S. Love, B. Mandzak, A. Miciak, M. Millet, M. Moroney, P. Mullane, E. Peck, K. Schuele, A. Wainwright

M. McCarthy began the meeting by welcoming new and returning members. The committee reviewed its charge, which resulted in a single change (adding, in the last sentence, the word "members" after "UCSLE").

The committee's working groups (WG) then delivered updates on their projects for 2018-19. The WG on Retention, Persistence, and Completion (S. Love and T. Bruce) distributed a handout that reviewed its examination of 6 freshman cohorts and 10 transfer cohorts and described its summer work on the incoming freshman class and the retention challenges they were likely to face based on their composition. The group also looked at the 2015-17 cohorts (all of which had the opportunity to complete an exit survey prior to leaving JCU), targeting URM, athletes, white males, non-FAFSA filers, transfer students, and women in the BCOB. For these groups the working group reviewed residency, citizenship, timing of departure, gender, intended major, GPA, athlete status, reason(s) for departure, and whether they filed a FAFSA.

The WG on Experiential Learning (P. Mullane and K. Feely) said that it should have a full report by mid-October. They noted the need to make students aware that they are actually engaged in an experiential education opportunity.

The WG on Diversity, Equity, and Inclusion (E. Peck) noted that its strategic plan for inclusive excellence had been approved by the USPG, the Senior Leadership Team, and the Board of Directors. The group has met with the President. It has arranged to bring in the Diversity Center of Northeast Ohio to conduct training sessions; each vice president will identify two sessions for working with their staff. E. Peck met with Deans Farrar and Miciak to discuss how faculty might be incorporated into the sessions. A. Wainwright pointed out the need to include Library faculty in the training sessions. The question of obligatory attendance also came up. It was suggested that online training might be helpful as long as the appropriate tools could be found. Legal and compliance issues could be handled by means of modules. R. Hessinger said that we must consider what we're going to put our money behind in order to impact the culture, in other words, think about the issue in dollars-and-cents terms.

Speaking for the WG on Mission Integration, E. Peck said that it did not have much to report at this time due to an overabundance of summer work. Now the group needed to canvas the programs that are happening this year. T. Bruce suggested surveying the students at the end of the year on the topic of leadership.

Finally, the WG on the Learning Commons (M. Millet) said that it was in a holding pattern but that reportedly a meeting on the project was about to be held.

The committee then turned to a proposal on student employment that had been prepared by P. Mullane and C.Wenzel. The proposal's goal is to make student employment a more valuable learning experience that will contribute to student persistence and future success. A core group of student employment supervisors would evaluate the current student employment program and identify concerns and opportunities for improvement while ensuring institutional compliance with federal regulations. Four to five meetings would be held during the fall of 2018 to identify action steps for implementation during late spring 2019 and the first part of 2019-20. P. Mullane explained that we need to find out whether we're following best practices and hoped that UCSLE would support the proposal. In the end, the proposal received the unanimous endorsement of the committee.

The last scheduled item on the agenda dealt with national surveys that JCU has administered to its students for the last several years, including the National Survey of Student Engagement (NSSE) and a suite of surveys associated with the Higher Education Research Institute (HERI)/Cooperative Institutional Research Program (CIRP). T. Bruce had distributed a handout about the survey and their costs prior to the meeting. He also summarized its contents at the meeting itself. In the ensuing discussion, it was asked whether we should develop our own survey instead of relying on a pre-packaged one. M. Farrar supported the idea, explaining that it would be the only way we can make changes, based on information about our own goals and practices. R. Hessinger suggested that we would want to target information that we are not getting by other means, e.g., capstone experiences. The discussion will continue at the next meeting.

Notes recorded by J. Krukones