

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

November 28, 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, S. Levenson, S. Love, B. Mandzak, A. Miciak, M. Moroney, P. Mullane, E. Peck, K. Schuele, A. Wainwright

Guests: K. O'Dell and M. Reynard

The notes from the meeting of October 17, 2018, were approved.

The meeting focused on the Administrative Program Review of Academic Advising; the final report was submitted early in November. M. Moroney provided a summary of principal findings and recommendations via a PowerPoint presentation (attached). Key areas identified in the report included the need to improve our practice and efficiency of advising with focused attention on student outcomes. Several categories for consideration include: Orientation/course registration, pre-major advising options, major and special program advising, and software to support advising. There was considerable discussion about the various issues and recommendations articulated in the report and the response provided by M. Moroney. Among the various questions and concerns, several items emerged for further consideration:

1. What role should faculty play in pre-major advising?
2. If a model using professional or primary role advisors for pre-major advising is implemented in both colleges, how many advisors would be needed and how would faculty be utilized to support them?
3. Should students be able to declare their majors at entry or at any time up to the end of sophomore year?
4. If the faculty role for pre-major advising is reduced and students are encouraged to declare majors earlier than the end of the sophomore year, the role of faculty as major advisors could expand (or the number of advisees could increase).
5. How can faculty advising be better recognized and rewarded in the faculty evaluation process?
6. What software and/or training is needed to better support student success (advising)?
7. How can ITS and the Registrar help guide the selection and use of a cost effective product? Can Degree Audit in Banner 9 serve the needs of students and advisors?
8. Will primary role advisors be tasked with making policy exceptions? If not, who would make these decisions?
9. How would the "crisis management" functions (large and small) currently handled by the Academic Advising Office be covered if a new advising model were introduced? Would other functions also need to be reassigned in this model?
10. How can current resources (budget and personnel) be reallocated? What new resources would be needed?

11. What advising and support activities are University-wide vs. college-specific?
12. How best can advising support special populations of students such as transfers, first-generation students, students with accessibility needs, international students, and veterans?

A Miciak said that the two primary role advisors in Boler have student loads of about 250 each. Faculty provide support to the advisors as part of the cohort advising experience for all first-year Boler students. The advisors report to Assistant Dean Laura Atkins, who serves on the Care Team and deals with special problems and exceptions.

M. Farrar said that, in the College of Arts and Sciences, the primary issue is how best to provide students with pre-major advising. A decision needs to be made as to whether faculty, primary role advisors, or a combination of the two should be the model adopted by CAS.

M. Moroney indicated that she will provide an overview of the Academic Advising APR at the general faculty meeting this afternoon (November 28).

J.Krukones, M. Farrar, and A. Miciak will meet to discuss next steps in the development of a model for advising.

The last meeting of the semester will be held on December 12th and will be an opportunity for each working group to report on progress made this semester as well as task they plan to accomplish in the spring semester.

The meeting ended at 10:00 a.m.

Notes recorded by M. McCarthy