

**JOHN CARROLL UNIVERSITY
PROVOST'S COUNCIL**

John Day, Kathleen Dean, Lauren Bowen, Jeanne Colleran, Sherri Crahen, Barbara D'Ambrosia,
Dwight Hahn, Jim Krukones, Mark McCarthy, Sheila McGinn, Paul V. Murphy, Karen Schuele,
Brian Williams, David Wong, Sheri Young.

April 19, 2013
Minutes

Present: Lauren Bowen, Jeanne Colleran, Sherri Crahen, Barbara D'Ambrosia, Kathleen Dean, Dwight Hahn, Jim Krukones, Mark McCarthy, Sheila McGinn, Karen Schuele, David Wong, Sheri Young

M. McCarthy convened the meeting at 3:10 pm.
The Minutes of the March 20, 2013 meeting were approved.

M. McCarthy noted that the conversation concerning the First Year Experience will be continued in a subgroup which includes K. O'Dell and M. Moroney.

M. McCarthy thought it would be helpful to introduce and further conversations around learning, and to take a look at how we are assessing student learning that happens outside of the classroom. The recent approval of the Academic Learning Goals led to an opportunity for thinking about how we might link the Academic Learning Goals with learning that happens outside the class.

K. Dean noted that when she arrived at JCU in 2005, higher ed. in general was immersed in the idea of the need to engage in the assessment process. College is about knowledge and equally about building character to become good citizens. Assessment is a chance to look at what is it we do that reflects best practices in student affairs: to assess what students learn outside the classroom, to see how we connect to the mission of the University, and to create a vision for Student Affairs.

In Student Affairs' work on this issue, four areas stood out as learning goals: Diversity and Inclusion, Social Responsibility, Leadership and Healthy Lifestyles. The goals were then put into the context of the Jesuit Mission and language. Student Affairs has begun to do assessment around these guides.

K. Dean noted that it was important to talk about goals of the entire campus. The area of diversity is a good example. We looked at how to address this issue in and out of the classroom. Recent surveys show an increase in this area, so we know what we did is working. Discussion ensued on how to encourage better student participation at events.

D. Hahn asked how the students were assessed and how many students participate. M. McCarthy noted that we look for longitudinal opportunities through observations. For example, ask questions in the form of an essay in the application process, and then follow up later in experience to see if the students show development in that area.

D. Wong asked if there was a matrix or measurement we want to reach. M. McCarthy noted that we would like to have a set of core experiences that we can say a John Carroll education includes; an expectation that students will have these opportunities.

Student Affairs looked at the Institutional Mission of addressing the whole student to more intentionally develop programs focusing on the goals, and then looked at how to work in tandem with the institutional learning goals.

K. Dean noted that the Academic Learning Goals were then considered in connection to the Student Affairs set of outcomes. They were looked at in a broader organizing structure, to see how the outside-of-classroom goals fit in with the learning goals. The goals seemed to fall easily into the categories, even though they looked a little different.

Discussion ensued regarding how Student Affairs and Academic goals matched. It is important to note that there are common threads that both are trying to reinforce in and outside of the classroom.

There was discussion regarding the organization of the goals, and concerns regarding the language used. There was a suggestion that, since the Student Affairs goal language reads more as behavioral, that a better term to use might be “formational goals.” It was noted that what we need is an umbrella statement- a philosophical statement to activate an informal network in a formal way.

L. Bowen asked whether the information was for an internal or external audience. K. Dean noted the external piece would be to show this is who we are and what a student can expect of a John Carroll University education. The internal piece would be to remind students this is what we are striving for. It was also suggested that a formal presentation of the organized goals could be used in the capital campaign.

Discussion ensued regarding the models of successful collaboration we already have between Student Affairs and Academic Affairs including Take Back the Night, Leadership Programming, Arrupe, and AR120. M. McCarthy gave an example of a pro-active, planned collaboration for student health-related sessions presented by Drs. BenPorath, Masterson and Ms. Javoric. The sessions were well attended through class participation and also open to the whole student body. He noted a recent funding opportunity of a potential gift that focuses on health and well-being, and the possibility of utilizing the funds to support academics. He noted we need to look for opportunities for high impact educational practices.

K. Dean noted that an important piece of the HLC accreditation is planning use of resources. We need to be thinking together to achieve our mission goals in an integrated fashion. It was noted that the Provost Council is good example of getting people together to discuss ways to better work together. K. Dean noted that the Provost Council will be used as an example of what we are doing differently to improve communication.

The meeting was adjourned at 4:50 pm.

Respectfully submitted,
Barbara Lovequist