

JOHN CARROLL UNIVERSITY
PROVOST'S COUNCIL

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

February 26, 2014
Minutes

Present: John Day, Lauren Bowen, Jeanne Collieran, Sherri Crahen, Kathleen Dean, Dwight Hahn, Jim Krukones, Anne Kugler, Mark McCarthy, Sheila McGinn, Paul Murphy, Karen Schuele, Brian Williams, David Wong.

J. Day convened the meeting at 9:10 a.m.

The Minutes of the February 14, 2014, meeting were approved.

J. Day noted that the agenda item for today's meeting would be a presentation by B. Williams on retention-related information.

B. Williams reported that an increased interest across campus for data, along with the recent HLC visit, provided an opportunity to look at and think about using data in a better way. He noted that work on structuring a Retention and Persistence Steering committee would help to provide coordination of data, similar to L. Bowen's coordination of activities regarding diversity. His talk today would center on the umbrella of retention, including transfer and the first-year experience, where JCU is at this moment regarding data, and where we are headed. After the presentation, he hoped to receive feedback from the Provost's Council on what the steering committee should look like.

B. Williams suggested that it was important not to think about retention as simply a goal to keep and prevent students from leaving. Rather, retention is a measure of what we do to help students be successful and flourish. We need to be focused on improving and not simply repairing.

B. Williams explained Predictive Modeling, and the need to be: Anticipatory at the admission point to look at what we know in advance about the students from their applications, flagging at-risk students; Reactionary in providing services to students in the form of the early alert, CARE team and staff training to assist these students; and work Post hoc with regard to the information we receive at the exit interviews.

There was discussion on how students are flagged. It was pointed out that advisors see only the information that comes from the academic side – writing and math testing – but not admission flags, so advisors may not be aware of other issues. There was further discussion regarding admitting students at risk and the difference between taking a chance vs. taking a risk.

B. Williams noted that we need to look at data to see which students succeed and how they differ from the students that don't succeed. How were the students supported, who was their advisor, what was their involvement? We need to find the patterns and the areas of concern. We need to ensure that students avail themselves of all the services we offer. There was discussion on the indicators of success – GPA's, test scores, high school grades - noting that there is no absolute yet to indicate if a student won't succeed.

B. Williams reported on our standing in U.S. News & World Report (86% retention rate score) and went on to explain how the U.S. News & World Report has changed its methodology this year, and are now looking at predicted graduation rate (what they think the graduation rate should be based on a school's admissions selectiveness) along with the graduate performance rate. It was pointed out that this represents a greater emphasis on outcome. Based on this formula we are doing well, since we graduate more students than predicted. B. Williams noted that this information is 30% of an institution's score. Peer assessment is 22.5% of the score, noting that US News & World Report is now asking guidance counselors to fill out this "popularity survey," where it had been university presidents and provosts.

In looking at our student data, B. Williams noted that we also need to look at students who have made it to their senior year but leave without graduating, as well as students who "step in" and "step out". He reported that exit interviews provide an opportunity to help these students create a plan for the courses they take elsewhere so they can transfer more easily when they return to John Carroll. He also noted that the first semester at John Carroll is the most important for transfer students.

It was suggested that we track data for students who never graduate; to look at when they declared or whether their GPA was too low to declare. K. Dean noted that it may be possible to connect Banner data to student engagement data.

There was discussion of a variety of issues that can impact a student's experience. B. Williams noted that the Faculty Committee on Enrollment addressed whether the use of full-time vs part-time faculty (i.e., office hours) has an impact on retention, and the combinations of 1st semester courses that are "deadly". It was also pointed out that it would be helpful to look at which students worked off campus vs those who worked on campus, and if there is any difference in student success. K. Dean noted that this information is available on the NESSE survey.

B. Williams reiterated that we are tracking good things and have solid data, and we now need to make sure we get the information back to those who need to know. For example, the early intervention information is currently not getting back to the coaches. We need to think about who to share this information with and how it informs what we do.

There was discussion of the availability of Banner data for research and the constraints of FERPA, along with the importance of working in a more collaborative environment rather than multiple groups doing the same work.

To conclude, B. Williams asked committee members for their thoughts about our retention model, goals, and how we can become better – to reach the President's aspirational goal of 93%. What does it take in our model to get there? He noted that we need to keep the conversations going, and requested committee members email him their thoughts and suggestions.

The meeting was adjourned at 10:10 a.m.

Respectfully submitted,
Barbara Lovequist

Upcoming Spring 2014 meeting dates:
Friday, March 14 – 3:00-5:00 PM
Wednesday, March 26 – 9:00-10:30 AM
Wednesday, April 9 – 9:00-10:30 AM
Friday, April 25 – 3:00-5:00 PM
Wednesday, May 7 – 9:00-10:30 AM